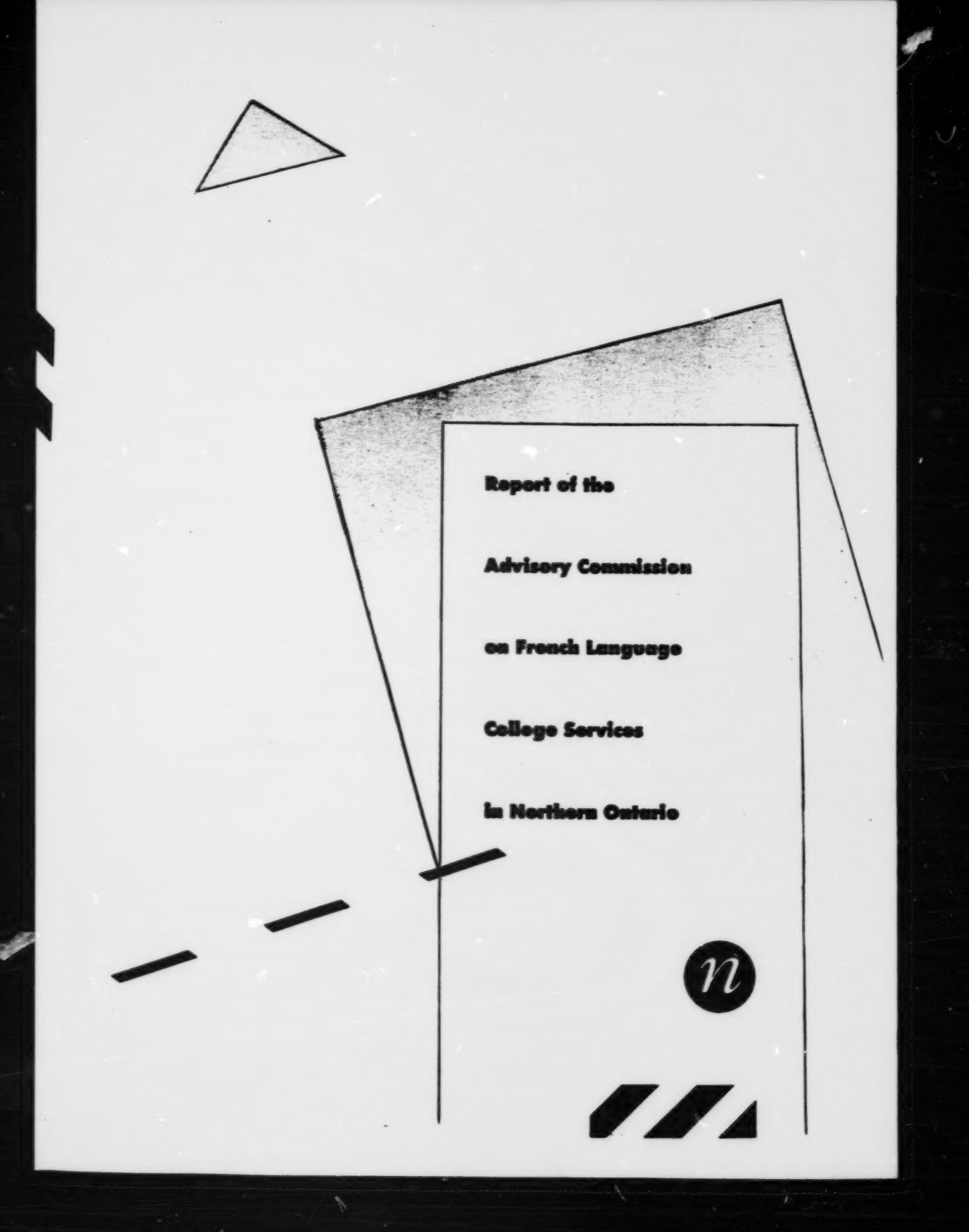
Report of the
Advisory Commission
on French Language
College Services
in Northern Ontario

Report
of the Advisory Commission
on French Language College Services
in Northern Ontario

October, 1990

Ce rapport est également disponible en français.

Ontario

91-06183/

Advisory Commissions on
French Language College
Services in Northern and in
Central/Southwestern Ontario

Commissions consultatives sur
les services collégiaux en
français dans le Nord et dans le
Centre/Sud-Ouest de l'Ontario

900 Bay Street
9th Floor
Mowat Block
Toronto, Ontario
M7A 1L2
(416)965-9967
1-800-387-4004

900, rue Bay
Édifice Mowat
9e étage
Toronto (Ontario)
M7A 1L2
(416)965-9967
1-800-387-4004

15 October 1990

The Honourable Richard Allen
MPP, Hamilton West
Minister of Colleges and Universities
6th Floor, Mowat Block, 900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Minister:

We have the honour of submitting herewith the final report of the Advisory Commission on French Language College Services in Northern Ontario.

Since our appointment on April 4, 1990, we have held twelve days of public hearings in eight major centres in northern Ontario. In addition, we met with many provincial associations and education agencies, and all of the existing colleges who were interested in presenting us with their point of view on the subject. We received over 300 briefs, approximately 170 of which were presented personally during the public hearings, as well as over 300 letters and petitions containing over 4,800 signatures.

We also consulted recent reports on college education in Ontario. We studied and analyzed all of these documents and, after careful consideration, formulated a number of recommendations which we submit to you. Under the current circumstances, we believe that they are very appropriate and closely linked to those contained in the report of the Advisory Commission on French Language College Services in Central/Southwestern Ontario. We hope that you will consider it advisable to implement them as quickly as possible.

.../2

We are delighted to have had this opportunity to contribute to the advancement of French-language college education in Ontario. Please be assured of our continued cooperation in this matter.

Jean-Louis Bourdeau
Chairperson

Monique Cousineau
Member

Léo Lefebvre
Member

SUMMARY

The Advisory Commission on French Language College Services in Northern Ontario held hearings in eight communities in northern Ontario, as well as in Ottawa and Toronto. It received more than 5,100 written and oral submissions, signatures on letters and petitions from private citizens, associations, colleges, agencies, and consultants.

The intervenors appearing before the Commission described the many problems facing the delivery of French-language college services in northern Ontario. They demonstrated that insufficient, inadequate French services resulted in lower college enrolment rates among francophones, and that over half of those who did enrol received all of their education in English. These deficiencies cause many difficulties for francophone communities in northern Ontario, contributing to the exodus of francophones from the region, depopulation, assimilation, under-education, illiteracy, unemployment, and the shortage of skilled labour. They are eroding the francophone community's socio-economic base and threatening its identity.

The Commission systematically asked experts and lay people alike for their opinions on each of the delivery models put forward in the ACORD study, i.e., the designation of one or a number of the existing colleges under the *French Language Services Act* or the creation of a new French-language college institution. It concluded that only the creation model, which was selected in eastern Ontario and which received the unanimous approval of the intervenors, was capable of meeting the objectives of expanding and improving French-language college services, providing the conditions necessary for self-governance, creating a favourable living environment for francophones, and integrating adult learners.

The Commission therefore recommends that a multi-campus, French-language college be established in northern Ontario. This college should be governed by francophones. Furthermore, it should have an exclusive mandate for French-language programs and services in its catchment area. It should also be a part of a provincial network of French-language colleges.

The Commission examined the impact that creating a new college would have on the existing colleges. It concluded that only the colleges with bilingual designation could be affected, and to varying degrees. It recommends that their situation be examined more closely and, if necessary, that a financial compensation formula be created. It also recommends that job security be provided to the staff of the existing colleges affected by the creation of a new college.

The Commission does not have all of the information that would be required to determine accurately the cost of implementing its recommendations. Nevertheless, it maintains that the operating costs per francophone student will be lower than under the current system, and that the start-up costs and rental or construction costs are justified by the benefits that this college will provide to francophone communities in northern Ontario and, by extension, to the province as a whole.

Table of Contents

Acknowledgements 1

Introduction 3

Establishment of the Commissions 3
Terms of Reference of the Commissions 4
Scope and Methodology 5

Chapter I

Overview of the region 17

1.1 Region under study 17
1.2 Demographics 17
1.3 Profile of the francophone population 20

Chapter II

Ontario's Colleges of Applied Arts and Technology 23

2.1 Creation of the colleges of applied arts and technology 23
2.2 Introduction and development of French-language services in the colleges of applied arts and technology 24
2.3 Current status of French services in northern Ontario's community colleges 27
2.3.1 Northern Ontario's community colleges 27
2.3.2 French-Language Services 28
2.3.3 Management of French services 32

Chapter III

Points of view of the intervenors 35

3.1 Students' comments 35
3.2 Observations by parents and other adults 38
3.3 Viewpoints expressed by organizations, associations and municipalities 41
3.4 Comments from employers 43
3.5 Observations by instructors and administrators at existing colleges 45
3.6 Comments from researchers 47
3.7 Conclusion 49

Chapter IV

Solutions 51

4.1 Objectives 51
4.1.1 An increase in services and accessibility 51
4.1.2 A living and learning environment conducive to the growth and development of francophone students 52
4.1.3. Integration of adults 52
4.1.4 Self-governance 53
4.2 Various possibilities 53
4.2.1 The double designation model 54
4.2.2 The single designation model 57
4.2.3 The creation of a French-language college in northern Ontario 58

Chapter V

Impact of the creation of a French-language college in northern Ontario 63

5.1 Impact on the existing colleges 63
5.1.1 Redefining their role 63
5.1.2 Financial repercussions 64
5.2 Impact on the college system as a whole 65
5.3 Impact on the francophone community of northern Ontario 66

Chapter VI

Recommendations 69

General Conclusion 75

Bibliography 79

Appendix I List of Submissions to the Northern Commission (MN) and Provincial Submissions (MP) to both Commissions

Appendix II Estimated cost of establishing a French-language college in Northern Ontario based on ACORD study assumptions and current MCU knowledge

Appendix III Current support for French-language programs and services in Northern and Central/Southwestern Ontario (1990-91)

ACKNOWLEDGEMENTS

The Advisory Commissions on French Language College Services are indebted to many individuals and organizations.

First, we would like to express our special appreciation to all of the intervenors who, on their own behalf or as representatives of an organization, took the time to present us with their views on French-language college services in Ontario. Without them, this report could not have been written.

We want to express our gratitude to the provincial associations, the "collectifs" in northern and southern Ontario, the cultural and community organizations, and the municipalities for their warm welcome and for the help they gave us.

We are grateful to the existing colleges that shared their expertise with us.

We also want to express our gratitude to the Ministry of Colleges and Universities for the human and financial resources which it made available to the Commissions so they could carry out their mandate.

Finally, we had invaluable help from the Commissions' coordinating team leader Serge Dignard and his assistants, Nathalie Pouliot and Letizia Macri, and from Doric Germain, the Commissions' rapporteur. We are grateful to them.

INTRODUCTION

Establishment of the Commissions

The Advisory Commissions on French Language College Services in Northern and in Central/Southwestern Ontario were established by an Order-in-Council on April 4, 1990.

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and concurrence of the Executive Council, orders that

WHEREAS there is a need to assess the current and future delivery of French language college level education in the northern and central southwestern regions of the province;

AND WHEREAS subsection 3(3) of the Ministry of Colleges and Universities Act authorizes the Lieutenant Governor in Council to appoint such advisory commissions or other consulting bodies as are necessary from time to time;

NOW THEREFORE the Advisory Commission on French Language College Services in Northern Ontario is established for a term commencing on the 9th day of April, 1990 and ending on the 15th day of October, 1990 and

Jean-Louis Bourdeau
North Bay, Ontario

Monique Cousineau
Toronto, Ontario

and

Léo Lefebvre
Sudbury, Ontario

are appointed members for the term of the said Advisory Commission;

AND FURTHER the Advisory Commission on French Language College Services in Central/Southwestern Ontario is established for a term commencing on the 9th day of April, 1990 and ending on the 15th day of October, 1990 and

Jean-Louis Bourdeau
North Bay, Ontario

Alcide Gour
Welland, Ontario

and

Charlotte Tessier
Toronto, Ontario

are appointed members for the term of the said Advisory Commission;

O.C. 944/90

AND FURTHER, Jean-Louis Bourdeau is designated the Chairperson of the said Advisory Commissions.

Recommended _____
Minister of Colleges and Universities

Concurred _____
Chairman

Approved and Ordered April 4, 1990
Date

_____
Lieutenant Governor

Terms of Reference of the Commissions

Upon their appointment, the Commissioners were given the following terms of reference by the Minister of Colleges and Universities:

> Bearing in mind the establishment of a French-language college to serve eastern Ontario as of September, 1990 and the government's intention to enhance French-language college services in the north and the centre/southwest of the province, the Commissions will assess and advise the Minister of Colleges and Universities on the French-language college level education in the north and centre/southwest. In particular, without limiting the generality of the foregoing, the Commissions will:
>
> a) review and evaluate the ACORD reports on the French-language college services in both regions;
>
> b) hold hearings in both regions in order to receive comments, advice, and opinions from interested individuals, groups, organizations, and colleges;
>
> c) review and synthesize the comments, advice, opinions, and findings;
>
> d) recommend the optimum model or models of French-language service delivery, and ways for implementing the model or models; and
>
> e) consider the possible impact of the recommended model or models on the current college system.

Scope and Methodology

In order to carry out their terms of reference, the Commissions held public hearings in every community where the number of requests for submissions warranted. The Commissions also met in private session with consultants, government agencies, and colleges which responded to their invitation. The tables on the following pages indicate the scope of the Commissions' consultations and the response they elicited.

Table I provides a summary of consultations in northern Ontario, southern Ontario, other parts of the province, and other jurisdictions. Tables II through V contain lists of provincial and national organizations, colleges, experts, and government agencies which appeared before the Commissions.

Table I

SUMMARY OF CONSULTATIONS

NORTHERN ONTARIO

City	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
*Cochrane - Iroquois Falls	14	0	3	0	0
Elliot Lake (North Shore)	1	0	0	16	43
*Hearst	61	3	30	8	0
*Kapuskasing	13	0	17	0	303
*New Liskeard (Tri-Town)	12	0	2	145	0
*North Bay	11	0	3	52	410
Sault Ste. Marie	1	0	0	0	0
*Sturgeon Falls	16	1	0	43	1,560
*Sudbury	24	0	40	7	1,315
Thunder Bay	0	0	1	0	0
*Timmins	19	0	14	348	542
Total	**172**	**4**	**110**	**619**	**4,173**

*Communities in which the Commissions held public hearings.

SOUTHERN ONTARIO

City	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
*Hamilton	9	0	1	0	213
*London	21	1	4	41	104
*Penetanguishene and Barrie	10	1	4	31	0
*Toronto	26	8	15	46	481
*Welland and Niagara	21	0	1	31	962
*Windsor	16	16	0	10	0
Total	103	26	25	159	1,760

PROVINCIAL SCENE

City	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
*Ottawa	13	0	2	4	0
*Toronto	2	0	2	0	0
Total	15	0	4	4	0

*Communities in which the Commissions held public hearings.

CANADIAN SCENE

Province	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
Alberta	0	0	0	2	0
British Columbia	0	0	0	2	0
Manitoba	0	0	0	1	0
New Brunswick	0	0	1	2	0
Quebec	0	0	0	6	0
Yukon	0	0	0	1	0
Total	**0**	**0**	**1**	**14**	**0**
Grand Total	**290**	**30**	**140**	**796**	**5,933**
					7,189

Table II

PROVINCIAL ORGANIZATIONS WHICH PRESENTED BRIEFS TO THE ADVISORY COMMISSIONS

Assemblée des centres culturels de l'Ontario
Association canadienne-française de l'Ontario
Association des juristes d'expression française de l'Ontario
Association des cadres francophones des collèges communautaires de l'Ontario
Association des enseignantes et enseignants franco-ontariens
Association des professeurs francophones des collèges ontariens
Association française des conseils scolaires de l'Ontario
Association franco-ontarienne des conseils d'écoles catholiques
Association multiculturelle francophone de l'Ontario
Alliance des caisses populaires de l'Ontario
Centre de recherches en éducation franco-ontarienne, Ontario Institute for Studies in Education
Direction-Jeunesse
Fédération des élèves du secondaire franco-ontarien
New Democratic Party of Ontario
Ontario Federation of Students
Ontario Public Service Employees Union
Ontario Teachers' Federation
Réseau ontarien des services de garde francophones

Table III

COLLEGES OF APPLIED ARTS AND TECHNOLOGY WHICH PARTICIPATED IN THE CONSULTATION PROCESS

NORTH

Cambrian College, Sudbury
Canadore College, North Bay
Northern College, Timmins
Sault College, Sault Ste. Marie

SOUTH

Durham College, Oshawa
Fanshawe College, London
George Brown College, Toronto
Georgian College, Barrie
Loyalist College, Belleville
Mohawk College, Hamilton
Niagara College, Welland
Sheridan College, Oakville
St. Clair College, Windsor

EAST

La Cité collégiale, Ottawa
St. Lawrence College, Brockville

Table IV

OTHER CONSULTATIONS UNDERTAKEN BY THE COMMISSIONS

Association des consultants en organisation, en recherche et en développement (ACORD):

- Marc Haentjens (Consultant)
- Alain Poirier (Consultant)

Centre de recherches en éducation franco-ontarienne (OISE):

- Normand Frenette

Ontario Council of Regents for Colleges of Applied Arts and Technology (MCU):

- Charles Pascal (Chair)

Algonquin College:

- Philip Killeen (President)

Ministry of Colleges and Universities:

- Thomas Brzustowski (Deputy Minister)
- Ralph Benson (Colleges and Student Support)
- Drew Nammeth (Financial Support)
- Lionel Poirier (Francophone Affairs)
- Peter Wright (College Affairs)

Ministry of the Environment:

- David Evans (Public Information and Consultation)

Ministry of Skills Development:

- Thomas Sosa (Deputy Minister)
- Celia Fairclough (Client Services)
- Dan Patterson (Training Support Services)
- Helmut Zisser (Federal-Provincial Relations)

Table V

NATIONAL ORGANIZATIONS AND ORGANIZATIONS OUTSIDE ONTARIO WHICH PARTICIPATED IN THE CONSULTATION PROCESS

Alliance Québec

Association canadienne-française de l'Alberta

Association des étudiant(e)s du Centre universitaire de Shippagan

Association des Franco-Yukonnais

Collège de Bois-de-Boulogne (Montreal, Quebec)

Conseil de vie française en Amérique (Quebec City, Quebec)

Conseil jeunesse franco-colombien

Canadian Federation of Students

Fédération des Franco-Colombiens

Fédération des jeunes Canadiens-français

Fédération des jeunes francophones du Nouveau-Brunswick Inc.

Francophonie jeunesse de l'Alberta

Société des Acadiens et Acadiennes du Nouveau-Brunswick

Société franco-manitobaine

The members of the Commissions were struck by the diversity of the intervenors and their points of view. Briefs, personal accounts, letters of support, and petitions were submitted by people of every age group, from high school students to senior citizens, and every level of schooling, from participants in literacy programs to university academics. Some were directly involved such as students, college instructors and administrators, as well as employers seeking qualified bilingual personnel. Others addressed the Commissions on behalf of their community, an organization, an association, a union, or a municipality.

The Commissions made every effort to listen impartially to what each of the intervenors had to say. They showed flexibility in applying the rules concerning presentations. They visited every community where the number of requests for an appearance justified such a visit. In the rare instances where there was an insufficient number of requests, or where requests were received after the schedule for the hearings had been drawn up, the Commissions proposed alternatives. In their concern over fairness, they also made every effort to include all points of view in their reports. They accepted briefs and heard presentations in English as well as French, and responded to inquiries from the media in both languages.

NORTHERN ONTARIO

LOCATION MAP

Léo Larivière

Chapter I

AN OVERVIEW OF THE REGION

1.1 Region under study

The region under study includes the districts of Algoma, Cochrane, Manitoulin, Nipissing, Parry Sound, Sudbury, and Timiskaming to the east and Kenora, Rainy River, and Thunder Bay to the west. The region represents over 80% of the total area of Ontario, yet its population represents only 8.7% of the total population of the province.

1.2 Demographics

In 1986, the region had a total population of 764,310 people, 22% or 168,035 of whom indicated that their mother tongue was French. Francophones are very unevenly distributed throughout the region, as the following table illustrates.

Table VI

FRENCH MOTHER TONGUE POPULATION BY CENSUS DIVISION AND REGION

	French	French and English Only	French and Other (2)	Total French Mother Tongue	% of Total Pop.
Algoma	11 085	3 540	165	14 790	11.2
Cochrane	41 265	6 805	130	48 200	51.4
Manitoulin	85	35	5	125	1.3
Nipissing	19 950	4 325	65	24 340	30.8
Sudbury	46 805	10 990	290	58 085	32.5
Timiskaming	9 180	2 040	25	11 245	27.9
Northeastern Ontario	**128 370**	**27 735**	**680**	**156 785**	**29.4**
Kenora	1 610	460	25	2 095	4.0
Rainy River	440	180	25	645	2.8
Thunder Bay	6 535	1 850	125	8 510	5.5
Northwestern Ontario	**8 585**	**2 490**	**175**	**11 250**	**4.9**
TOTAL	**136 955**	**30 225**	**855**	**168 035**	**22.0**

Source: Statistics Canada, 1986 Census[1]

Francophones are concentrated in 19 communities, most of which have one resource-based industry.

[1]ACORD, *French-Language College Services in the Region of Northern Ontario*, August 1986, Table 1, p. 7. The authors did not include the district of Parry Sound in their study. This district has approximately 900 francophones.

Table VII

LIST OF COMMUNITIES WITH OVER 1 000 RESIDENTS WHOSE MOTHER TONGUE IS FRENCH

Community	Francophone Population	Percentage of Total Population (%)
Blind River	1 055	29.7
Chapleau	1 345	42.2
Cochrane	2 165	46.5
Espanola	1 195	21.8
Elliot Lake	5 350	29.8
Haileybury	1 715	35.6
Hearst	4 790	86.2
Iroquois Falls	3 080	49.4
Kapuskasing	7 285	64.0
Kirkland Lake	2 425	20.9
Mattawa	1 270	50.1
New Liskeard	1 540	29.1
North Bay	9 460	18.7
Sault Ste. Marie	4 260	5.3
Smooth Rock Falls	1 705	77.3
Sturgeon Falls	4 460	75.7
Sudbury (1)	48 992	26.5
Thunder Bay	3 520	3.1
Timmins	19 390	41.6

(1) The Regional Municipality of Sudbury includes Capreol, Nickel Centre, Onaping Falls, Rayside-Balfour, Sudbury, Valley East, and Walden.

Source: Statistics Canada, 1986 Census[2]

[2] *Ibid.*, p. 13.

These 19 communities account for 75% of all francophones living in northern Ontario. Interestingly, the number of francophones in northern Ontario decreased by 5.8% between 1981 and 1986, while the number of anglophones decreased by 1.9% during the same period. Depopulation has tended to reduce the size of the francophone community relative to the general population.

1.3 Profile of the francophone population of northern Ontario

The unemployment rate for francophones in northern Ontario has traditionally been higher than the rate for anglophones in the same region or for anglophones in other regions.[3] Francophones are often employed in the primary sector or service jobs. They are under-represented in management and decision-making positions, a factor which weakens their social and economic influence. Based on their levels of income, their standard of living is lower than that of non-francophones.[4]

There are two main causes of the decline in the francophone population in northern Ontario. First, the rate of migration of francophones is three times higher than that of non-francophones.[5] Second, francophones are being assimilated into the majority language group. The rate of language shift among francophones is 22.9% in Northeastern Ontario and 50.6% in Northwestern Ontario.[6] Migration and language shift can both be linked to the under-education of francophones, as illustrated in the table which follows.

---

[3] René Guindon et al., *Les francophones tels qu'ils sont. Regard sur le monde du travail franco-ontarien*. ACFO, 1986, p. 14.

[4] *Ibid., p. 26.*

[5] ACORD, *op. cit.*, p. 9.

[6] *Ibid.*

Table VIII

LEVEL OF EDUCATION OF FRANCOPHONES, 15 AND OVER, IN NORTHERN ONTARIO, 1981

Level of Education	% Total Anglo.	% Total Franco.	% Franco. North-East	% Franco. North-West
Elementary & Secondary	61.4%	71.1%	79.0%	77.0%
Post-Secondary other than Univ.	19.0%	16.0%	14.0%	15.3%
Some University Education	9.1%	6.3%	4.0%	5.0%
University Degree	10.5%	6.6%	3.0%	2.7%

Source: D. Savas, *Profile of the Franco-Ontarian Community*, Office of Francophone Affairs, 1988, pp. 31-6.[7]

The under-education of francophones in northern Ontario is also reflected in an illiteracy rate of over 40%. This is twice the illiteracy rate of non-francophones in the region.

All of these factors describe a community that is at risk, a community that cannot develop according to its aspirations or occupy its rightful place in society.

[7] *Ibid.*, p. 19.

Chapter II

ONTARIO'S COLLEGES OF APPLIED ARTS AND TECHNOLOGY

2.1 Creation of the colleges of applied arts and technology

The creation of the colleges of applied arts and technology was announced on May 25, 1965 by the introduction of a bill in the Ontario Legislature. In a policy statement made earlier, the then Premier John Robarts declared:

> The long-term solution to most of our problems obviously lies in education and training, in the fullest possible development and utilization of all of our human resources. We must prepare Canadian youth to enter the multitude of highly skilled jobs available today and the ever greater number which will arise in the future.
>
> Our true wealth resides in an educated citizenry; our shrewdest and most profitable investment rests in the education of our people.[8]

The Commissions heard this statement of principle time and time again during their consultations. In 1965, of course, it did not apply to French-language education. The elementary and secondary education system was far from having the maturity it has today. It was not until 1968, when French-language secondary schools were established, that a potential clientele for French-language college programs was created. Since then, other developments have underscored the need for French-language services at the college level. Two examples that come quickly to mind are the social and political developments leading up to the enactment of the *French Language Services Act* and the Mahé decision (1990), in which the Supreme Court of Canada recognized the right of francophones to govern their educational institutions under Section 23 of the *Canadian Charter of Rights and Freedoms*.

---

[8] John Robarts, *Statement in the Ontario Legislature*, February 23, 1965.

From 1965 to 1989, the college system expanded into a network of 22 colleges with 90 campuses, serving 55 Ontario communities, and a combined income of approximately $1.5 billion per year. This network has an excellent reputation and has become one of the finest education systems in the world, with approximately 113,000 full-time students and a part-time enrolment of 834,000 in 1989, according to the most recent figures of the Ministry of Colleges and Universities.

2.2 Introduction and development of French-language services in the colleges of applied arts and technology

French services in the colleges of applied arts and technology are not the result of a government decision. Rather, they seem to appear -- and to disappear -- depending on the individual circumstances and initiatives of each college. French services are officially recognized only after they are in place, and then only for grant purposes. This explains their sporadic introduction, their disparity, and their vulnerability.

- In 1968, the board of governors of Algonquin College adopted a policy of institutional bilingualism.

- From 1971 to 1979, the Ministry of Colleges and Universities provided the colleges with financial support for their French-language initiatives. Algonquin College, Cambrian College and St. Lawrence College used this funding to create bilingual and French-only programs. After 1979, three other colleges received special grants for French-language post-secondary education. They are: Niagara College, Northern College and St. Clair College.

- A 1976 study by a provincial community organization shed more light on the conditions under which French services were being offered. The same year, the Ontario Council of Regents for Colleges of Applied Arts and Technology developed a new policy with respect to French services in the community colleges.

- As early as 1978, the Council for Franco-Ontarian Affairs recommended in its third annual report the creation of a twenty-third college which would be a provincial, French-language college.

- In 1979, the Ministry of Colleges and Universities developed a new formula to provide additional funding to Algonquin, Cambrian, St. Lawrence, Northern, Canadore and Niagara Colleges for the delivery of French services.

- In 1983, the Ontario Council of Regents developed a new policy to more clearly define French-language college services. This policy defined bilingual programs and programs taught strictly in French.

- In 1987, the Ministry of Colleges and Universities announced additional funding to improve French-language, college-level and university-level programs and the implementation of a five-year plan.

- In September 1988, the Ministry of Colleges and Universities hired the consulting firm, ACORD, to conduct a study on French-language college services in central and southwestern Ontario.

- In late 1988, following public forums, the Council for Franco-Ontarian Education published the fourth volume of its *Plan directeur*, or Master Plan, which contained 37 recommendations

for French college services, including a recommendation for the creation of three French-language colleges in Ontario.

- In January 1989, the Government of Ontario and the Secretary of State signed a Memorandum of Agreement, committing $100 million to the creation of a college of applied arts and technology in eastern Ontario and the enhancement of French-language college services in northern Ontario and central/southwestern Ontario. This Memorandum of Agreement led to the creation of La Cité collégiale in eastern Ontario and advisory commissions in northern and central/southwestern Ontario.

- In April 1989, the Ministry of Colleges and Universities appointed a board of governors for the new French-language college in eastern Ontario and commissioned the consulting firm, ACORD, to conduct a study on French-language services in northern Ontario.

- In the spring of 1990, a committee of the Ontario Council of Regents with a mandate to study French-language college services (the Sixth Table of Vision 2000) recommended the creation of a network of three French-language colleges in Ontario.

- In April 1990, the Advisory Commissions on French Language College Services in Northern Ontario and Central/Southwestern Ontario were established by Order-in-Council.

2.3 Current status of French services in northern Ontario's community colleges

2.3.1 Northern Ontario's community colleges

Five colleges created between 1966 and 1972 offer their services in northern Ontario:

- Cambrian College is located in Sudbury, with campuses in Espanola, Little Current, and Noëlville.

- Canadore College, in North Bay, has campuses in Mattawa and Sturgeon Falls.

- Confederation College, in Thunder Bay, operates campuses in Dryden, Kenora, Fort Frances, Geraldton, and Marathon.

- Northern College has its main campus in South Porcupine, near Timmins, and satellite campuses in Haileybury, Kapuskasing, Kirkland Lake, and Moosonee.

- Sault College serves the District of Algoma. Its main campus is situated in Sault Ste. Marie and its other campuses are located in Wawa, Chapleau, and Elliot Lake.

One of the common characteristics of these colleges is the vast region they serve and its very low population density. Together, the northern colleges serve a large percentage of the province's geographical area, but less than 10% of its population. Enrolment is relatively low, ranging from approximately 1,300 full-time students at Northern College to 3,200 full-time students at

Cambrian College. Enrolment at Sault, Canadore, and Confederation Colleges is 1,450, 2,100 and 2,550 respectively.[9]

2.3.2 French-Language Services

We noted major differences in the colleges' French-language course and program offerings.

First, the relative size of the francophone population varies considerably from region to region. Francophones represent 44.4% of the population served by Northern College, but only 4.9% of the population served by Confederation College.

Second, the Ministry of Colleges and Universities has given Cambrian, Canadore, and Northern Colleges the status of institutions offering post-secondary bilingual or French-language programs. Confederation and Sault Colleges do not have bilingual designation. Both offer language courses, recreational courses, and continuing education courses which are taught only in French.

---

[9]Unless otherwise indicated, most of the data in this chapter is taken from the ACORD *Report on French-Language College Services in the Region of Northern Ontario*, August, 1989.

In 1988, the five colleges offered a total of 50 French or bilingual post-secondary programs, as shown in the following table:

Table IX

College	French Programs (1)	Bilingual Programs (2)	Total French and Bilingual Programs	English Programs
Cambrian	27	1	28	54
Canadore	0	8	8	45
Confederation	0	0	0	63
Northern	8	6	14	31
Sault	0	0	0	43
Total	**35**	**15**	**50**	**236**

(1) Including programs with ESL courses.
(2) Programs which include a variable number of courses in English.[10]

Bilingual and French-language programs represent 34% of all post-secondary programs at Cambrian, 31% of those at Northern and 15% of those at Canadore. On the other hand, programs offered entirely in French represent only 11.6% of all post-secondary programs offered in northern Ontario.

The ACORD study provides figures for enrolment in bilingual and French-language post-secondary programs in 1988 in the table which follows.

[10] Based on data provided by the colleges.

Table X

College	Total No. Students at Post-Sec. Level	French Mother Tongue Students at Post-Sec. Level	French Mother Tongue Students enroled in French or Bil. Program
Cambrian	3 187	832	657
Canadore	2 118	450 (1)	59
Confederation	2 548	40 (1)	0
Northern	1 298	363	208
Sault	1 440	206	0
Total	**10 591**	**1 891**	**924**[11]

(1) As estimated by the colleges.

It should be noted that only 46% of francophone students are enroled in post-secondary programs in which at least some of the courses are taught in French. This can be explained, to a large extent, by the small number of programs that are offered. It is a fact -- one which the Commissions heard repeatedly during the public hearings -- that a smaller proportion of francophones than anglophones enrol in college-level programs.

Statistics from the Ministry of Colleges and Universities indicate that between 1983 and 1988, francophone enrolment dropped by 20% at Cambrian, Canadore, and Northern Colleges, but only by 2% in the province as a whole.[12]

[11] ACORD, *op. cit.*, p. 42.

[12] Based on statistics from the Ministry of Colleges and Universities.

The authors of the ACORD report state that:

> All things being equal, if the colleges reached their francophone clientele in the same proportion as they reached their non-francophone clientele, 2,453 francophones would currently be enroled in a post-secondary programme of some nature.[13]

Our description of French-language services would not be complete if it did not include skills development programs. These programs, which include pre-service and in-service training, do not come under the Ministry of Colleges and Universities. They are chiefly the responsibility of the Ministry of Skills Development, the Ministry of Education, and Employment and Immigration Canada. They represent a significant proportion (24%) of the activities and revenues of Ontario's colleges. By way of comparison, grants from the Ministry of Colleges and Universities represent 51% of the colleges' revenues.

Under the current system, francophones receive a meagre share of the programs and services generated by grants for skills training. At the present time, for example, not a single provincial apprenticeship program is offered in French in all of northern Ontario; 66 English-language programs for apprenticeship in regulated trades and over 600 English-language programs for apprenticeships in non-regulated trades are offered in Ontario.

The most successful provincial programs for francophones would appear to be government initiatives that have nothing to do with the colleges. Community literacy programs are a case in point. On the other hand, some of the programs offered in French by the colleges, notably training for skills development and academic upgrading, attract many francophones.

---

[13] ACORD, op. cit., p. 43.

On the whole, the current structures are not conducive to proportional francophone enrolment, despite an obvious willingness on the part of the government, as expressed to the Commissions by the Deputy Minister of Skills Development, Thomas G. Sosa:

> Learning a skilled trade is hard work. The class-room material is difficult, complex, and arduous. Studying this material is tough enough in one's own language, let alone that of someone else.
>
> Your goals are our goals too. Because strengthening the level and delivery of French language services throughout the college system will ultimately lead to an increase in both the quality and quantity of skilled Francophone workers.
>
> That's a win-win situation by anyone's standards.[14]

For reasons that will be explored in the next chapter, the college system in northern Ontario attracts proportionally fewer francophones than anglophones, offering them a very limited range of courses and programs in their language. The decline in francophone enrolment since 1983 suggests that a vicious circle has developed: declining enrolment results in fewer course offerings and vice versa.

2.3.3 Management of French services

Each college is administered by a board of governors. In all of the northern colleges, the majority of the boards' members are anglophones; the language of communication and business is English. Like all other services, French services come under the board's control. Some of the colleges have created French-language advisory committees. Their role is to make recommendations to the

---

[14] Oral submission by the Ministry of Skills Development, Toronto, July 26, 1990.

board of governors with respect to French services; however, the advisory committees have no decision-making powers.

We also noted that anglophones predominate in the upper echelons of administration. In all of the colleges of northern Ontario, their controlling influence on decision-making and in positions with power translates into an atmosphere, living environment, and selection of programs that is distinctly anglophone.

Chapter III

POINTS OF VIEW OF THE INTERVENORS

We observed that francophones living in northern Ontario face many economic, social, and cultural problems, including under-employment, under-education, illiteracy, high drop-out rates, depopulation, and assimilation. All of these problems, which have a detrimental effect on their standard of living, socio-economic status, and cultural identity, were raised during the hearings and linked in some way to the college system and the deficiencies as described in the previous chapter.

The intervenors were unanimous in condemning the status quo and in calling for the creation of a homogeneous, French-language college in northern Ontario. In this chapter, a range of points of view are presented which illustrate the problems that the current situation creates for users, their families, and their communities.

3.1 Students' comments

> It is obvious to francophone students that the bilingual post-secondary system abandons them and is blatantly unfair. (MP 009)[15]

> Institutionalized bilingualism has not been successful in meeting the needs of Franco-Ontarians. It is time we acknowledged that it is a failure and did something about it. (MP 016)

What is wrong with the system? First, there is the problem of assimilation, brought on by enrolment in English-language, and even bilingual, colleges:

---

[15] References to briefs and oral submissions listed in Appendix I as Provincial Briefs (MP) and Northern Briefs (MN).

> If our figures are correct, 967 young Franco-Ontarians are enroled in English-language courses, programs, and classes. Is this not the most effective method of assimilation? Are you, in all honesty, going to allow this to continue? (MN 075)

In addition to the danger of assimilation resulting from enrolment in courses that are not offered in their mother tongue, francophones are less likely to succeed than anglophones in English-language courses. They are also less likely to succeed in English-language courses than in courses offered in their own language. This phenomenon has been well documented by researchers.[16]

Many decide not to try this experiment and opt, instead, to enter the work world without a post-secondary diploma, perpetuating the cycle of under-education among francophones.

> I know that many of my friends decided to work after getting their high school diploma. It's hardly surprising! Most of them had been in French schools since kindergarten. (MN 213)

For young people, the lack of continuity between the secondary level and the post-secondary level does not make sense. They say that they do not understand why they are suddenly forced to study in another language in which they are often ill at ease and which undermines the skills that they have acquired in their mother tongue.

The harshest criticism which was levelled by young francophones against the colleges that have been given bilingual designation is that their living environment has been designed with the anglophone majority in mind. Almost all activities outside the classroom are

---

[16] Stacy Churchill, Saeed Quazi, and Normand Frenette. *Education and Franco-Ontarian Needs: The Diagnosis of an Educational System*, 1985.

conducted in English: student services, library and cafeteria services, the student radio, the student council. This reinforces their feeling of alienation, of not belonging, and contributes to their assimilation into the language and culture of the majority.

Some would counter that, at least, francophone students are able to take courses in French. Yet, this is far from being a given. French-language course offerings are limited to certain programs or courses, sometimes to the first year of a program. All too often, a French-language course is only offered if a sufficient number of francophone students enrol. What is worse, a great many francophones often find themselves enroled in English-language courses even though there are sufficient numbers to warrant a French-language course. This is because, as a general rule, francophone students are bilingual. There is a temptation -- one which some administrators are unable to resist -- to transfer francophone students to English-language courses with insufficient enrolment. In most cases, it is impossible to create a French-language course unless an English equivalent already exists. Some intervenors felt that the bilingual colleges used false advertising. These factors lead to a sense of frustration among young francophones. They have the conviction that the colleges were not designed with them in mind, and that they are merely tolerated and used.

It was pointed out to the Commission on numerous occasions that the French-language courses in bilingual programs decreased in number from year to year and, in some instances, were completely lacking by the second or third year of the program. It would appear that the objective of such programs is not the bilingual competency of students but the gradual integration of francophones into English-language courses. Bilingual programs are an administrative response to the problem of linguistic duality, rather than a firm desire to serve francophones in their own language.

What happens when students object to this situation and demand delivery of the French-language courses they were promised when they registered? We heard of a difficult encounter experienced by a student from Cochrane with an impressive personal file who tried every possible avenue over a period of several years without ever obtaining satisfaction or a diploma (see MN 191).

Because of situations such as this, college administrators have been accused of lacking sensitivity and understanding.

The following statement sums up the various observations made to the Commission by young francophones.

> After twenty years, the colleges of applied arts and technology still have not found a means of adequately serving young francophones. (MP 009)

3.2 Observations by parents and other adults

If young francophones decide to leave the region in order to study in French, their parents must pay the price, a price which is not measured in financial terms alone. It is, of course, expensive to study outside the region and many people pointed this out. However, the greatest loss which parents face is the loss of their child. Many students do not return after graduation. This sapping of the region's life force has been called the "the exodus of talent" and "the brain drain". According to statistics from the Ministry of Colleges and Universities, in 1987-1988, 376 francophones from districts in northern Ontario were enroled at Algonquin College. Over half of these (i.e., 194 students) were from the District of Cochrane. Only 32 were from the District and Regional Municipality of Sudbury where Cambrian College is located.

These figures confirm the link between the lack of college services and the exodus of young people from the region.[17]

> Because there are few opportunities for francophones to study in their mother tongue, many leave northern Ontario to study in French. The great majority do not return. (MP 002)

Paradoxically, when the creation of La Cité collégiale was announced, there were new and well-founded fears that eastern Ontario would attract young people from northern Ontario and central/south-western Ontario in even greater numbers.

Many cultural and community organizations have rallied with parents to voice their opposition to this irreparable loss. And yet it is not difficult to understand when we consider that young people begin their post-secondary studies at a time in their lives when they form bonds that will last a lifetime. When these bonds develop in a place other than the student's native environment, they can be enough to prevent the student from returning to the region after graduation. Thus, the decline in the francophone population of northern Ontario can be linked to inadequate post-secondary education services.

College students who leave their region to study also experience a sense of having been uprooted into an unfamiliar setting. This can have a negative impact on their academic performance. Parents are sometimes more conscious of this than their children.

Adults are not only concerned about their children's future; they, too, have needs and career objectives. With commitments to their jobs, their families or their land, they are less mobile than young people. Particularly in smaller communities in northern Ontario, we often heard from individuals who had had work accidents, single

---

[17] Ministry of Colleges and Universities.

mothers, participants in literacy groups, and women who wanted to return to the workforce after raising a family that there were no opportunities for retraining or basic skills training in French in their community.

> The homogeneous francophone college in northern Ontario must provide answers to a situation which is particularly bad in northeastern Ontario: continuing education, that is, academic upgrading programs enabling francophone adults to continue their education. (MN 073)

The need for retraining programs is not unique to francophones; however, their needs are more acute because of lower levels of education and higher illiteracy rates.[18]

> (Before 1967-68), ... the rate of dropouts (francophones) from public schools was enormous...Non-Francophones had 5.5 times greater chances of going on to Grade 13 than did comparable Francophones.[19]

Students who dropped out of high school in 1967 at the age of 15 are only 38 today. Under-educated or illiterate, they will still be in the job market more than a quarter century from now. To our knowledge, the social costs associated with this phenomenon have never been calculated; however, we know that they are very high.

A recent study commissioned by the Ministry of Colleges and Universities to examine the mandate of the colleges made the following observation:

---

[18] D. Savas. *Profile of the Franco-Ontarian Community*, Office of Francophone Affairs of Ontario, 1988, pp. 31-36.

[19] Stacy Churchill, Saeed Quazi, and Normand Frenette, *Education and Franco-Ontarian Needs: The Diagnosis of an Educational System*, 1985, Volume 1, Highlights, pp. 2-3.

> There is a socio-economic argument for increasing the education opportunities of a large segment of the population.[20]

3.3 Viewpoints expressed by organizations, associations, and municipalities

The Commission heard from Franco-Ontarian cultural associations, unions, chambers of commerce, and interest groups. Their message was similar to that expressed by private citizens. The Association canadienne-française de l'Ontario stated:

> However, our community does not have all of the means it needs to achieve equal opportunity. One of these is an adequate post-secondary education system, particularly at the college level. (MP 007)

Direction-Jeunesse echoed these sentiments:

> It is not surprising that young Franco-Ontarians feel completely out-of-place in the existing institutions. (MP 009)

Drawing on its own experience, the Association des enseignantes et enseignants franco-ontariens concluded:

> Our experience with parallel governing structure in the elementary and secondary schools has taught us that the only viable structure is a homogeneous one. (MP 011)

The Commissions also received support from several francophone associations in other provinces, as well as from Alliance Québec. One of Ontario's political parties also voiced its support. The Ontario New Democratic Party caucus stated:

---

[20] Ontario Council of Regents, *Vision 2000*. Summary. Ontario Ministry of Colleges and Universities, 1990, p. 13.

> In this brief, we are essentially saying that, given its social, economic, and cultural needs and the academic recovery effort that is required, the francophone community of northern Ontario has a right to obtain the creation of an autonomous, francophone college. (MN 055)

Three municipalities also voiced their support for the creation of a French-language college, indicating that they would like to be considered as possible sites for the college.

Elliot Lake referred to its geographical location, francophone population (8,495 persons), infrastructures, and quality of life. Faced with mine closures, Elliot Lake sees the creation of the college as an opportunity to diversify its economy. It offers attractive advantages, including existing facilities.

Hearst described its living environment as the most francophone in the province. It described its infrastructures, cultural traditions, and quality of life, and an economy driven by francophones. It pointed out that it has Ontario's only French-language post-secondary institution, the Collège Universitaire de Hearst. Hearst is offering land, free of charge, for the establishment of the French-language college.

Sturgeon Falls also offered free land for the establishment of a college there. It supported its bid for the new college with its geographic, demographic, and cultural features, citing a healthy living environment, a large and vibrant francophone community, and modern infrastructures.

3.4 Comments from employers

> In our French-language child care centre, we have children between the ages of two and twelve. We have great difficulty finding qualified staff. Our young people leave the region as soon as they turn eighteen. (MN 006)

This remark was made by the president of a child care centre in New Liskeard, but remarks such as these were heard time and time again during our tour of northern Ontario. Child care centres are typical of the problems encountered. They are a relatively new phenomenon and there is a strong demand for their services. Because child care workers are responsible for children who are learning to speak, language plays a crucial role here. If young francophones start to become assimilated as toddlers, what will become of them later on?

She continued:

> Both our private sector and our public sector suffer when our young people move to southern Ontario. There is a shortage of francophone personnel in health services, business and commerce, social services, cultural services, and community services. We have trouble finding qualified francophone personnel to work in child care centres, correctional services, and rehabilitation. And yet, once they are qualified, our young people should be able to offer these services to their community. (MN 006)

Because of the lack of French-language programs in the region and the migration that follows, the young people are no longer there. Employers appeared before the Commission with lists of bilingual positions that they were attempting to fill. Referring to the *French Language Services Act*, one government official in North Bay presented these statistics:

> The correctional services sector employs approximately 900 individuals in northeastern Ontario. Correctional services are currently looking for:
>
> - correctional service officers;
> - nurses;
> - recreational officers;
> - social workers; and
> - administrative personnel. (MN 072)

Even in different fields, the arguments presented were always the same:

> The Nipissing West Association for Community Living is sticking strictly to the argument that there is a need for qualified, French-speaking personnel in the area of social services.... Francophone students who return to the region dare not use their written French.... We end up with staff who after pursuing their education in colleges which are largely anglophone can't express themselves clearly in either French or English. (MN 008)

Some agencies feel that they are offering a minimum level of service which could be doubled or tripled if they had the staff. Others stated they are only able to maintain current levels of service by recruiting staff outside the province. At Notre-Dame Hospital in Hearst:

> ...it is difficult for us to recruit staff. Sometimes we have to go to Quebec to find people, particularly nurses, because of the present shortage in Ontario. (MN 128)

To sum up, young francophones leave northern Ontario even though there are job opportunities. These often call for skills in both languages. Francophones are unable to fill them, either because they have had to study in English and have inadequate French skills, or because they abandoned their studies and do not have the academic background, or because they left the region to study in French and did not return. The only way to solve this problem

is to guarantee francophones access to post-secondary training in French in their own region.

3.5 Observations by instructors and administrators at existing colleges

If anyone can explain why the existing colleges fail to deliver the services francophones expect of the colleges, it is the people who work there. A spokesperson for the Association des cadres francophones des collèges communautaires de l'Ontario described the situation in these terms:

> For over twenty years, the francophone community has had to content itself with a handful of programs and services in a handful of Ontario community colleges. It is difficult -- if not impossible -- to co-exist in a post-secondary institution when the needs of the two clienteles are so vastly different. In concrete terms, what is lacking is a genuine willingness to provide the francophone students at these colleges with the programs and tools they need in order to receive an education of adequate quality. (MP 003)

A former instructor at a bilingual college went even further:

> ...there is always a reluctance to hire permanent francophone staff.
>
> Looking back, I can only conclude from this that certain anglophone administrators at the college were reluctant to respond to the needs of the francophone population.
>
> My submission is a combination of real-life experiences from a supposedly bilingual college and personal testimony. I am not pretending to speak for the francophone personnel at our local community college, but I can say that my observations and opinions are those of the majority who must remain silent for fear of reprisals on the part of certain anglophone administrators.
>
> I do not dare raise the issue of the criteria used for hiring francophone personnel because I do not want to have to use terms like discriminatory practice or subtle racism. (MN 083).

Decidedly, these are the comments of a disillusioned college instructor and yet, the same observations were made with respect to another college:

> French-language programs in Nursing are still seen as "adjunct" to English-language programs in Nursing.
>
> Either we are totally forgotten or we are relegated to subordinate rank.
>
> The administration of the so-called bilingual colleges is currently advocating bilingualism. For them, bilingualism means francophones who speak English. Senior francophone administrators often have their hands tied behind their backs. (MN 059).

And another college:

> Consequently, the bilingual nature of these groups means that all internal communication takes place in English.
>
> Francophone instructors and students who want to discuss a problem of an academic or administrative nature must often address a unilingual dean in the dean's language or resort to an interpreter. (MN 092)

Because only three colleges in northern Ontario have been given bilingual designation, we cannot quote instructors at other colleges. However, we are able to quote a former member of a board of governors, who concurs with the observations made above:

> Northern does not understand what it means to be Franco-Ontarian. Its efforts are purely symbolic. (MN 223)

3.6 Comments from researchers

> The challenge facing cultural minorities is that of integration into a global society without loss of identity. Undeniably, a college institution must respond to the academic training needs of individuals, which is not an easy task in a bilingual society. Above all, however, it must offer a living environment that promotes the development of community, professional, and personal ties. Who would think, for a single moment, of delegating this unique and precious task to someone who was foreign to that environment? (MN 005)

A loss of identity, a living environment that is not conducive to the development of a minority, the absence of control over the decision-making process: these are all terms used by researchers to describe the colleges that have been given bilingual designation. In its brief, the provincial chapter of ACFO referred to "galloping assimilation" and "illiteracy rates bordering on the catastrophic". Making reference once again to the fact that francophones are over-represented in service jobs and blue collar jobs and under-represented in management and decision-making positions, ACFO concluded:

> It (the Franco-Ontarian community) must make tremendous strides if it is to enter the 21st century fully prepared to participate in its own development and, alongside non-francophones, in the development of Ontario. (MP 007)

A well-known researcher blamed the "absence of French-language instruction during a major part of their history" for the high illiteracy rates and under-education of francophones. He added:

> Consequently, a tremendous restoration and recovery effort is urgently needed in the area of education. (MN 061)

Can this be accomplished within the current context of the colleges that have been given bilingual designation? We did not hear from

a single individual who supported this approach. In fact, like the general population, there is a consensus among the researchers that, contrary to the image that they try to convey, the bilingual colleges are bilingual in name only and do not produce bilingual graduates.

> At the post-secondary level, the existing bilingual institutions are obstacles to the growth and development of French Ontario. They are incapable of responding to the needs of the Franco-Ontarian population. In these institutions, bilingualism serves to hide the fact that English is, increasingly, the language of communication, the language of the workplace, and the language of culture. In educational institutions, bilingualism is an instrument for the cultural assimilation of the minority. (MN 061)

Why does the bilingual formula not work? Because an equilibrium between the two groups does not exist and cannot exist in Ontario where "bilingualism has become a euphemism for a system dominated by English". (MN 061) Furthermore, it is not a pedagogical formula, but an administrative expedient. Researchers are quick to point out that the bilingual model used in mixed schools has been abandoned at the elementary and secondary level in Ontario because of its disastrous consequences for francophones. In the other provinces, it has been replaced by homogeneous institutions.

> Whereas anglophones in Quebec have six homogeneous colleges, New-Brunswick has a multi-campus college for its francophone minority, and Franco-Manitobans have their college in St-Boniface, Franco-Ontarians, who represent the largest francophone minority outside Quebec, have none. (MP 007)

It has been suggested by the director of the Centre de recherches en éducation du Nouvel-Ontario that collective or institutional bilingualism is perhaps just an accident, an anomaly that society or the institution unconsciously hopes to correct:

> Any initiative to introduce institutional bilingualism subtly erases differences and finds its original equilibrium: unilingualism of the dominant language group. (MN 005)

3.7 Conclusion

The participants were unanimous in denouncing French services in northern Ontario as insufficient and inadequate. They rejected the current system which, in their view, does not meet their needs. We heard repeatedly that the colleges that have been given bilingual designation are a failure where francophones are concerned. This deeply-felt criticism is borne out by statistical studies and the work of researchers.

The intervenors identified the existing college system as an important source of social, cultural, and economic problems of Northern francophones. They constantly linked the insufficiency and inadequacy of French college services to depopulation, migration, unemployment, assimilation, high school drop-out rates, under-education, and illiteracy. There is no doubt in their minds about whether the system needs changing or how it should be changed. The only divergence from this point of view came from the colleges themselves, as we shall see in Chapter Five, which assesses the impact of the solution that is recommended.

Chapter IV

SOLUTIONS

Before discussing various possible solutions, we felt that it was appropriate to define the objectives being pursued in the light of our consultations, in order to better serve the two target clienteles: secondary school graduates and adults.

4.1 Objectives

4.1.1 An increase in services and accessibility

Because the main criticism levelled against the current system is the inadequacy of its French services, any solution which does not produce an increase in these services must necessarily be rejected. However, a number of intervenors cautioned that an increase in services must not mean a decrease in their quality.

What is needed, the intervenors felt, are services equivalent to those offered to anglophones, but adapted to francophones.

An increase in the level of service must also result in increased accessibility: northern Ontario is too vast a region to be served by a single, central facility. On the other hand, certain specialized programs requiring additional human and material resources must be offered in appropriate locations.

4.1.2 A living and learning environment conducive to the growth and development of francophone students

Many researchers maintain that students learn best in their mother tongue.[21] From a pedagogical standpoint, therefore, the environment in which learning takes place is important. Academic performance is a function not just of comprehension and retention of materials taught in the classroom. It is also a function of the degree to which students identify with, and become integrated into, the learning environment as a whole. Because it is predominantly anglophone, the environment at the existing colleges does not support the francophone students' sense of identity or their cultural development.

A French-language college has an important role to play in the community. Because they have so few cultural institutions, francophones make better use of those which have developed strong community ties. In many communities, for example, French-language secondary schools provide a focus for the community, offering resources and a place where people can meet. On numerous occasions, it was pointed out to us that the Collège Universitaire de Hearst is the only post-secondary institution which plays this role in Ontario. It was held up as a model for a French-language college of applied arts and technology.

4.1.3. Integration of adults

By and large, adults are usually not as mobile as post-secondary students. The solution proposed should therefore provide basic training, skills development, retraining, and continuing education services at the local level. In order to do this, it will have to include the notions of decentralized services and distance

---

[21] Stacy Churchill, Saeed Quazi, and Normand Frenette, *op. cit.*

education services. Given the geography of northern Ontario, the delivery of French services to adults and, to a lesser degree, to post-secondary students, will always be problematic unless innovative solutions tailored to the specific needs of the region, are found.

4.1.4 Self-governance

The overwhelming majority of the intervenors stressed the need for governance by and for francophones. There is another instance in which the saying, "If you want the job to be well done, do it yourself" applies. We are not accusing anyone of ill will. But even with the best intentions in the world on the part of the anglophone administrators, the system itself is designed in such a way that priority is given to the majority language clientele.

Several intervenors mentioned the legal precedents set by the *French Language Services Act* and the Mahé decision on school governance. Others mentioned the precedent that was created in eastern Ontario by the creation of La Cité collégiale. For whatever reason, self-governance appears to be the best means of remedying the current situation. The experience of the elementary and secondary schools bears this out. We believe that francophones are not only willing, but also ready, to assume governance of their college institutions.

4.2 Various possibilities

Our mandate was to propose solutions that would improve French services. During the course of our consultations, no one suggested that the status quo should be maintained. As a consequence, we have not considered the status quo as a possible solution. Instead, we evaluated the three models put forward in the ACORD study to which the francophone community has already responded:

the double designation model, the single designation model, and the creation model.

4.2.1 The double designation model

This model would grant Cambrian College and Northern College bilingual designation under the *French Language Services Act*, giving them responsibility for the delivery of services to francophones in the region. The authors of the ACORD study ruled out Canadore College, Sault College, and Confederation College and divided their catchment areas between Cambrian and Northern. This would mean that Cambrian College and Northern College would share responsibility for the delivery of French college services for the entire region of northern Ontario. The ACORD study suggested that bilingual designation be granted subject to the following conditions:

- the colleges must make an equal commitment to their anglophone and francophone clienteles; and

- most importantly, the colleges must be restructured to ensure autonomous, parallel management of the services provided to each clientele (structural parallelism).

The main impact of the double designation model would be to relieve the other colleges, notably Canadore, of responsibility for the francophone clientele in their catchment areas. It would also require a major administrative restructuring effort on the part of Cambrian and Northern.

Our first task was to determine whether the double designation model would meet the needs and aspirations of the francophone population. Not one of the 306 briefs and oral submissions to the Commission supported this option. The reason for rejecting it was always the same: Cambrian and Northern have demonstrated that

French-language services are not their first priority. Apart from changes which are felt to be of minor significance, this option appears to be a reaffirmation of the status quo, which no one is interested in maintaining. It was not felt that this model would serve the francophone clientele best. For instructors in the French-language Nursing program at Cambrian College,

> This preconceived notion that we are an "adjunct" to the English-language program will disappear when we have a sense of belonging to a francophone institution.... (MN 059)

The great fear, here, is that a French-language program will never be more than a miniaturized carbon copy, or a less-than-faithful translation, of the corresponding English-language course. The bilingual context in which they have always lived has made francophones wary.

> It is rare that a French-language program is created if an English-language equivalent does not already exist. (MN 151)

Even with parallel management structures, this situation could continue to prevail:

> Ideally, a bilingual college is not governed on a "majority rule" basis. Both languages are equal partners within the college environment. This would mean that the minority "prevailed" as often as did the majority. It is very unlikely that this would actually come to pass. (MN 151)

In other words, even if francophones had a parallel management structure within a bilingual college, they would not have full governance of their institution. Designation, we have been warned, must therefore be considered as a half-measure. Citing the troubles which erupted around the creation of French-language

schools in Penetanguishene, Sturgeon Falls, and Windsor, one researcher stated:

> If there is a lesson to be learned from these conflicts it is that the exercise of a right should not depend upon organizations which must go against their own interests in order to respect the rights of the minority. (MN 061)

For many, the need to meet the expectations of two target clienteles constitutes a handicap for the bilingual college, regardless of its structure:

> As a former member of the French-language advisory committee at Northern College, I often noticed that the tension produced by the need to meet the needs of two language groups was very difficult for certain decision-makers, not to mention the fact that it held the college back. (MN 001)

When they appeared before the Commission, Northern and Cambrian representatives did not raise the issue of designation under the *French Language Services Act*. Perhaps they would prefer to maintain the status quo; however, if responsibility for French college services is to be re-assigned, they are prepared to drop out of the race in favour of a new college. Northern and Cambrian both offered their conditional support to the creation of a homogeneous, French-language college, rather than a commitment or guarantees which would result in their designation as bilingual colleges under the *French Language Services Act*.

Perhaps the best explanation for the bilingual colleges' inability to adapt to the needs of the francophone population was offered by Canadore College. After consulting with francophones, college officials concluded:

> It is unlikely that Canadore College can serve the needs of those in the francophone community whose opinions are reflected in Items 1-3 above.

> Irrespective of possible enhancements to governance, administration or programming, the anglophone influence at Canadore will guarantee assimilation of francophones into anglophone culture. As a bilingual college, Canadore will never be able to be sufficiently responsive to the francophone community in spite of its goodwill and best efforts. (MN 221)

Canadore College therefore adopted the following principle:

> ...the status quo in educational services must not be protected. (MN 221)

It would appear, then, that the double designation model cannot satisfy the needs of the francophone clientele: it does not necessarily increase the level of service and it does not guarantee total autonomy. Furthermore, it is not to be assumed that the colleges in question want designation.

4.2.2 The single designation model

This model is very similar to the previous model; however, in the case of the single designation model, responsibility for French services for the entire region of northern Ontario would be given to a single existing college, preferably Cambrian College. The conditions for single designation are the same as for double designation. It would appear that the only advantage this model offers is that of increasing the population base of the designated college to approximately 168,000 individuals. However, in the case of Cambrian, the disadvantages of the single designation model would far outweigh the advantages by enlarging its catchment area tenfold.

This model does not have public support. It is perceived as a re-working of the status quo under which French services remain

dependent on an English-language institution, rather than a sweeping reform that would clearly give francophones control of French-language college education. Many intervenors made similar observations. Two examples follow:

> We are not in favour of creating francophone institutions within the existing colleges. This would mean that our people would spend most of their time and energy justifying their needs, their existence, and their resources to the majority group. (MP 054)

> Recently, certain colleges have given their French section greater autonomy. While this initiative is praiseworthy, increasing autonomy within the bilingual structures inevitably leads to the creation of autonomous, French-language structures and, thence, to the creation of a French college. It (designation) is a half-solution which would only perpetuate the conflicts and inefficiency and postpone the inevitable. (MN 091)

If we look at what has happened to the education system at the elementary and secondary levels, we see that this is true.

Like double designation, single designation would be an improvement over the current situation; however, it would fall far short of the objectives, particularly those with respect to an increase in services, self-governance, and a living milieu favorable to francophones.

4.2.3 The creation of a French-language college in northern Ontario

The intervenors were unanimous in their support for the creation of an autonomous French-language college in northern Ontario.

Many reasons were given. Secondary students, post-secondary students, and adults stated that they would be more likely to enrol at a French-language college simply because they would feel that the college belonged to them. Whenever secondary students appeared

before the Commission, we systematically enquired how they felt about a French-language college by asking the following question or one very similar:

> If northern Ontario had a French-language college, would you choose it over a bilingual or English-language college?

Invariably, the response was a firm "yes".

> Do other students in your class feel the same way? If so, how many of them share your feelings?

Responses to this question varied between 70% and 100%. From the many petitions that the Commission received and its many meetings with secondary students in New Liskeard, North Bay, Sturgeon Falls, Sudbury, Kapuskasing, Timmins, and Hearst (where it met with over 300 students who indicated their wishes with a show of hands), we feel that these students were sincere.

It is therefore logical to assume that enrolment at a French-language college in northern Ontario would exceed total current francophone enrolment at all of the northern colleges, which the ACORD study put at 1,891 students in 1988.[22] What better reason can be found for an increase in services than an increase in enrolment? Thus the creation model meets the first objective.

Self-governance, the second objective, can best be achieved through the creation of an autonomous college which, like the other colleges, would have its own board of governors.

This college would have everything it needed to create a favorable living milieu for francophones. It would not have to deal with the

---

[22] ACORD, *op. cit.*, p. 42.

obstacle most frequently found at the bilingual colleges, i.e., the prevalence of English and unilingual services. There would be nothing to prevent the college from creating the living environment that francophones wanted.

We believe that a French-language college would be more likely to attract adult francophone students. This clientele differs from its English-language counterpart and has different needs. Francophone adults have lower levels of education, higher rates of illiteracy, and are more likely to work in service or blue collar jobs. All too often, French-language courses for adults offered at the bilingual colleges are carbon copies of courses developed for English-language adult learners. Clearly, these courses are not adequate. We believe that the creation of a French-language college would correct this situation.

The creation model, therefore, best meets the objective of improving French programs and services. In addition, it is clearly the model that the francophone community wants, as was evident from its participation in the consultation process and unanimous support for the model.

Many intervenors felt that the college was urgently needed. We therefore believe that the creation of the college should be announced as quickly as possible, and that it should begin to offer services and programs in September 1992.

Its catchment area would be the areas currently covered by Cambrian, Canadore, Confederation, Northern and Sault Colleges, as well as the District of Parry Sound.

In spite of the representations made by certain municipalities, the Commission has not made any recommendations with respect to a site for the main campus of the new college in northern Ontario.

It seemed more appropriate to leave this decision to those with responsibility for the creation of the college.

Nor do we wish to identify sites for the new college's campuses at this point in time. The consultation process convinced us that the French-language college in northern Ontario should try to strike a balance between decentralization which leads to accessibility, and centralization which makes it possible to achieve a critical mass. The college must ensure that it reaches the least mobile members of the community, in particular, adults. On the other hand, it must attract enough students, particularly young students, at one campus to offer a range of interesting programs and an identifiable student atmosphere.

It would appear that the interests of francophones would best be served by two main campuses, one in the far north and the other in the mid north, with a number of satellite campuses (the most logical sites being Hearst, Kapuskasing, Timmins, New Liskeard, North Bay, Sturgeon Falls, Sudbury, and Elliot Lake) and education centres based on local needs.

It would also appear that the new college should not restrict itself to the formula for the delivery of services used by the existing colleges. It should, instead, make use of distance education and other means of reaching the greatest number of people possible. It should be flexible and innovative, making use of existing networks to create partnerships with business, industry, schools, cultural centres, and so forth. The new college should be an agent of social change.

It should be noted that, due to past experiences, the community will find it difficult to accept a college that occupies the same facilities as an existing college, even on a temporary basis. Some intervenors suggested the creation of post-secondary education

centres placing French-language college and university education services under the same roof.

The new college's board of governors should be representative of francophones from all areas of the region. It should include representatives of students, faculty members, and administrative and support staff.

Based on the experience of La Cité collégiale, it would appear that if the new college is to open in September 1992, a board of governors should be appointed no later than February 1991.

Once again, the experience of La Cité collégiale would suggest that programs and resources from the existing colleges should be transferred all at once, rather than gradually. It is difficult to transfer sections of a library; it is even harder to partially transfer instructors, in the case of those who are teaching all three years of a program.

Chapter V

THE IMPACT OF THE CREATION OF A FRENCH-LANGUAGE COLLEGE IN NORTHERN ONTARIO

5.1 Impact on the existing colleges

5.1.1 Redefining their role

The creation of a college in northern Ontario whose mission it was to serve the francophone population would make it necessary to redefine the role of the existing colleges. We believe -- and we have heard it said many times over the past few months -- that this mission has not been successfully carried out in the past and that, if it is to be given to a new institution, it must be taken away from the existing institutions. Certain colleges are opposed to this and would like to be able...

> ... to continue delivering French-language programs/ courses and services in order to meet the needs of its students who wish to obtain a bilingual education in order to prepare them for bilingual positions. (MN 284)

We believe that bilingualism is fundamentally important to francophones. The very great majority of francophones in Ontario think of themselves as bilingual and it is precisely because they want to remain bilingual that they feel the need for post-secondary French-language institutions. None of the individuals or groups that addressed the Commission expressed the fear that they or their children would become unilingual francophones in a French-language college. On the other hand, almost all spoke of assimilation. Francophones therefore feel that it is the French component of their bilingualism that is at risk.

Promoting bilingualism among francophones and preparing them for the job market does not mean that the existing colleges must

continue to be able to offer courses and services in both languages. On the contrary, the "bilingual" college setting detracts from these goals because it encourages assimilation.

Anglophones who want a French-language college education, particularly graduates of immersion programs at the secondary level, would be better served in a truly French-language atmosphere, i.e., at a French-language college, provided that they met certain minimum language requirements. Where other anglophones are concerned, the English-language colleges could continue to offer second-language training courses.

The creation of a French-language college would make it necessary to refocus the mandates of the existing colleges on the delivery of English-language services.

When we consider the dispersal of the clientele and the size of the region, it would appear that any duplication of French services would be detrimental to the system as a whole.

5.1.2 Financial repercussions

We agree with representatives of the colleges that the creation of a French-language college in northern Ontario will require a major restructuring and reorganization effort on the part of Cambrian College and, to an even greater degree, Northern College. In its submission to the Commission, Northern College was the only college to ask for special funding to help with the transition; Northern made its support for the new college conditional upon receiving this support. In the spirit of fairness on which we have based our own recommendations, we suggest that this request be given serious consideration by the Ministry of Colleges and Universities and, if necessary, that a compensation formula be developed to minimize the impact of a decrease in enrolment.

5.2 Impact on the college system as a whole

The Commission does not have all of the information it would need to determine accurately the cost of establishing a French-language college in the region. However, it would like to submit a few points that were brought to its attention.

The government has already recognized that there are additional costs attached to providing French-language instruction in a minority setting. It should therefore make provision for the funding that will be required in this instance. The Ministry should also establish both geographical and economies of scale factors for the new college. To ensure that the new institution offers a range of programs and services of high quality, provision must be made for program development costs, start-up costs, land acquisition costs, construction and rental costs, and equipment and furniture purchases.

We asked the Ministry to provide an estimate of the cost of establishing a French-language college and operating it for the first five years. This information is provided in Appendix II.

It should be noted that the projected operating costs per francophone student (Appendix II) are lower than current operating grants per francophone student (Appendix III).

The one-time establishment costs are justified because francophones are entitled to their fair share. In spite of the fact that they, too, have contributed to the establishment of the existing colleges, they have not derived the same benefits, since their enrolment has been proportionally less than half that of non-francophones.

Finally, the establishment of an autonomous French-language college would be a wise and profitable investment for the province. It

would provide an entire segment of the population with improved access to education and training, and better opportunities for success.

Rather than asking ourselves what it would cost to educate francophones in their own language, we should perhaps ask what it would cost not to educate them.

This question takes on greater importance when we consider that, according to *People and Skills in the New Global Economy*, the report released recently by the Premier's Council, Ontario is facing a skills crisis. The report asks where Ontario will find well-trained people.[23] Our response is that there is a large reservoir of francophones just waiting for better access to training. It is high time that education was considered an investment, rather than a mere expense.

5.3 Impact on the francophone community of northern Ontario

The francophone community of northern Ontario is not as active or as dynamic as it could be. Our consultations lent a great deal of credence to the conclusions contained in a recent treatise on the ambitions of the Franco-Ontarian community.[24] It wants to play a more active role in the economic, cultural, and social life of this province. Historically, however, two factors have prevented it from assuming its rightful place in Ontario society. The first factor, dispersion, could no doubt be attenuated by the technological advances that are bringing us closer to "the global village". However, the only way to remedy the second factor, i.e.,

---

[23] Premier's Council, *People and Skills in the New Global Economy*. Report in Brief, 1990, p. 3.

[24] Simon Laflamme and Donald Dennie, *L'ambition démesurée*, Sudbury, Prise de Parole, 1990.

the lack of institutions, particularly institutions of post-secondary education, is to create these institutions.

The creation of a French-language college could make it unnecessary for several hundred young people to leave the north each year. To those who remain, the college would offer opportunities for upgrading, retraining, and a more active role in the region's economy. The college could provide members of the business community with opportunities to start new businesses or improve existing ones. It is not hard to see what its impact would be: a drop in the jobless rate and an increase in the standard of living and socio-economic status of francophones.

A French-language college that had strong ties within the community would also make it possible for that community to take responsibility for its own needs, by providing it with professionals trained in areas in which there is an acute shortage: health services, social services, legal services, government and municipal agencies, and so forth.

A French-language college would lessen assimilation and strengthen the individual and collective identities of francophones. It would stem language shift, contributing not only to the survival of the francophone community but also to its growth and development.

Establishing a French-language college in northern Ontario is not the only factor in the growth and development of the francophone community, but it is a key one. The community perceives the college in this light and is unanimous in its support for the college. Intuitively, perhaps, it reaches the same conclusion as the authors of *Vision 2000* who proposed the following objectives:

> ...to improve access and increase the chances of success of an entire range of learners, in particular those who have received the least service in the past.[35]

Vision 2000 makes a series of proposals to promote educational equity: equal access, enhanced opportunities for success, and lower drop-out rates.

The francophone community has clearly indicated that it is in favour of a French-language college in northern Ontario for all of the above reasons. All that is needed now is a firm commitment on the part of the Ontario Government.

Acquiring the necessary skills and resources will enable French-speaking Ontarians to make an even greater contribution to labour, industry, business, and the prosperity of the province as a whole.

---

[35]Ontario Council of Regents, op. cit., p. 2.

Chapter VI

RECOMMENDATIONS

- Whereas the 1989 ACORD *Report on French-Language College Services in the Region of Northern Ontario* favours this model,

- Whereas we have concluded from our consultations that the francophone community is unanimously in favour of this model,

- Whereas this model has already been adopted by the Government of Ontario in eastern Ontario,

- Whereas this model has been recommended for central/southwestern Ontario,

- Whereas this model has been recommended by researchers,

- Whereas it appears that this model will be best able to improve French-language college services in northern Ontario, we recommend:

RECOMMENDATION 1

That an autonomous French-language college be created in northern Ontario as soon as possible.

****

- Whereas there is a need to achieve a critical mass of students so that an adequate range of programs and services can be offered,

- Whereas this critical mass will make it possible to create a favourable living environment, we recommend:

RECOMMENDATION 2

That the French-language college in northern Ontario establish two main campuses, one in the far north and one in the mid north.

****

- Whereas the francophone population of northern Ontario is dispersed over a vast region,

- Whereas a significant proportion of this population is not mobile, we recommend:

RECOMMENDATION 3

That the French-language college in northern Ontario take the form of a decentralized institution with several campuses of different sizes.

****

- Whereas the intervenors have recommended francophone governance for this college,

- Whereas the principle of francophone governance has been accepted by the Government of Ontario in eastern Ontario, we recommend:

RECOMMENDATION 4

That a board of governors with responsibility for the creation of the French-language college in northern Ontario be appointed as quickly as possible.

****

- Whereas there is a need to avoid duplication of programs and services,

- Whereas the new college should be given every opportunity to succeed, we recommend:

RECOMMENDATION 5

That the French-language college in northern Ontario be given an exclusive mandate for French-language programs and services in its catchment area.

RECOMMENDATION 6

That the board of governors of the French-language college in northern Ontario be given a mandate to define the mission of the college, to negotiate the transfer of French-language courses, programs, services, and related resources from the existing colleges, and to introduce all mechanisms, facilities, and resources necessary to administer and deliver French-language programs and services in its catchment area.

****

- Whereas the new college should not only ensure that existing services and programs continue to be offered, but also create new services and programs,

- Whereas current funding for the colleges is based on enrolment in previous years,

- Whereas the French-language college in northern Ontario will have a vast catchment area, we recommend:

RECOMMENDATION 7

That special start-up and program development grants be allocated to the French-language college in northern Ontario.

RECOMMENDATION 8

That the French-language college in northern Ontario receive sufficient capital grants to be able to carry out its mission as soon as it is created.

****

- Whereas a French-language college has been created in eastern Ontario and a French-language college may be created in central/southwestern Ontario,

- Whereas there is a need for province-wide coordination of French-language programs,

- Whereas the need for a province-wide coordinating body was frequently and clearly expressed during our consultations,

- Whereas the creation of such a body has been recommended by the Council for Franco-Ontarian Education, we recommend:

RECOMMENDATION 9

That a Provincial Council on French-language College Services, reporting to the Minister of Colleges and Universities, be created.

****

- Whereas the creation of a new college could make it necessary to reorganize the existing colleges, we recommend:

RECOMMENDATION 10

That the financial impact on the existing colleges of the creation of a French-language college in northern Ontario be examined and that, if need be, a financial compensation formula be developed.

****

- Whereas the creation of a new college would result in a loss of students and grants for the existing colleges, we recommend:

RECOMMENDATION 11

That job security be granted to all staff members of the existing colleges who would be affected by the establishment of a French-language college in northern Ontario.

****

GENERAL CONCLUSION

In its recent report entitled *People and Skills in the New Global Economy*, the Premier's Council stated that Ontario faces a severe shortage of skilled labour at a time when demand is increasing. We also learn that the province's population is aging and that Ontario's industry can no longer rely on immigration from Western Europe to supply skilled labour.[26] The solutions proposed in that report are strikingly similar to our own: better education, high-quality training, and an improvement in the ability of workers to adapt to a changing job market.

However, when the report suggests that Ontario's colleges of applied arts and technology of Ontario have reached a threshold in their development,[27] we feel compelled to add that this cannot be the case, as long as the system does such a poor job of serving francophones, who represent 6% of the population. It appears to us that the creation of a French-language college in northern Ontario would be an important step toward the integration of francophones into the economy of the province. At a time when knowledge is transferred throughout the world, it would also be a means of enabling the province to benefit from technological developments in the French-speaking world.

During the course of our consultations, a number of suggestions were made to us that we would like to pass on to the Minister and to those who may be given responsibility for implementing our recommendations.

---

[26] Premier's Council, *op. cit.*, p. 3.

[27] *Ibid.*, p. 57.

The first suggestion is addressed chiefly to the government. It concerns enabling legislation providing for governance of institutions at all levels of education, by and for francophones. It is time that the Ontario government placed the future of francophone educational institutions in the hands of francophones. Otherwise, the process of demonstrating the validity of French-language institutions will never end. Many intervenors indicated to us that they would file their briefs away until it was time to present them to a commission on French-language university services.

This leads us to another suggestion for a rapprochement between college and university education, through a more realistic system of course and program equivalents that would make it easier for students to move between the college and university sectors, and through cooperative efforts to pool resources and facilities. This suggestion is reflected in Recommendation 23 of *Vision 2000*.[28] A post-secondary education centre bringing college and university education together is particularly appealing in northern Ontario, where the low population density makes cooperation essential.

A new French-language college must also develop close ties with the elementary and secondary levels. Through frequent contacts and regular publicity, the college must be made appealing to high school graduates. So that francophone students would not be penalized because of their minority status and the region's geography (there would only be one French-language college, but five English-language colleges), it was often suggested to us that a provincial bursary program should be introduced for francophone students. This program would take into account the additional costs involved in studying away from home, when a particular program is not offered locally or even regionally. Admission

---

[28]Ontario Council of Regents, *op. cit.*, p. 41.

criteria should also be established for the college to take into account the francophones' unique situation.

This college should develop close partnerships with industry and business. Making use of existing networks and institutions, it should become integrated into the community and play a role in its development.

Finally, we would like to remind those who may succeed us that the francophone community wants a college that strives for excellence; we hope that they succeed in creating a college that benefits not only the francophone community, but the province as a whole.

BIBLIOGRAPHY

ACORD, *French-Language College Services in the Regions of Central and Southwestern Ontario*, April 1989.

ACORD, *French-Language College Services in the Region of Northern Ontario*, August 1989.

Roger Bernard, *De Québécois à Ontarois : La communauté franco-ontarienne*. Hearst: Les éditions Nordir, 1988.

Benoît Cazabon, *Contribution de l'institution collégiale au développement de la communauté francophone du Nord*, discussion paper, April 1989.

Stacy Churchill, Saeed Quazi, and Normand Frenette, *Education and Franco-Ontarian Needs: The Diagnosis of an Educational System*. Toronto: Council for Franco-Ontarian Education, Volumes 1 and 2, 1985.

René Guindon et al., *Les francophones tels qu'ils sont. Regard sur le monde du travail franco-ontarien*, Association canadienne-française de l'Ontario, 1985.

Simon Laflamme and Donald Dennie, *L'Ambition démesurée*, Sudbury: Prise de parole, 1990.

Premier's Council, *Competing in the New Global Economy*, Volume 1, Government of Ontario, 1988.

Premier's Council, *People and Skills in the New Global Economy*, Government of Ontario, 1990.

Daniel Savas, *Profile of the Franco-Ontarian Community*, Office of Francophone Affairs, Government of Ontario, 1988.

Ontario Council of Regents, *Vision 2000: Quality and Opportunity*, Ontario Ministry of Colleges and Universities, 1990.

Appendix 1

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 001	École secondaire Sainte-Marie	Marc Dumont	X	X	New Liskeard
MN 002	Carrefour francophone ltée	Jean-Guy Bigeau	X	X	Sudbury
MN 003	Association des professeurs francophones du collège Cambrian	Jacques Babin		X	Sudbury
		Gilles Crépeau		X	
		Bernard Dallaire	X	X	
MN 004	École secondaire Sainte-Marie	Fernande Rivard	X	X	New Liskeard
		Jean-Marc Séguin	X	X	
MN 005	Centre de recherches en éducation du Nouvel-Ontario (CRENO)	Julie Boissonneault		X	Sudbury
		Benoit Cazabon	X		
MN 006	Garderie Bouton d'or Timiskaming	Thérèse Grandmont	X	X	New Liskeard
MN 007	Direction-Jeunesse	Gilles Fontaine		X	Nearst
		Pierre Fontaine	X	X	
MN 008	Association pour l'intégration communautaire du Nipissing-Ouest	Madeleine T. Vachon	X	X	Sturgeon Falls
MN 009	on own behalf	Gilles Trahan	X	X	Timmins
MN 010	Association des enseignants et enseignantes franco-ontariens - secondaire, École secondaire Thériault (AEFO)	Joanne Carrier		X	Timmins
		Louise-Andrée Lacombe			
		Laurette Nicker			
		Mme Riopelle			
MN 011	on own behalf	Simon Laflamme	X	X	Sudbury
MN 012	Comité du Groupe Sacré-Coeur	Henri Léveillé	X	X	New Liskeard
MN 013	Centre culturel Artem	Pauline Dumont	X	X	New Liskeard

B = written briefs
P = oral presentations

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organisation	Author	B	P	City
MN 014	Comité des directeurs des écoles franco-ontariennes - unité Timmins élémentaire	Murielle Aubé-Boissonneault	X		Timmins
		Paulette Bélec	X		
		Jean-Guy Boivin	X		
		Gérald Breton	X		
		Denis Carrière	X		
		Donald Chartrand	X		
		Denise Giguère	X		
		Michel Giguère	X		
		Carole Johnston	X		
		Hélène Lafontaine	X		
		Charlotte Laforest	X		
		Réal Laurin	X		
		Jean-Paul Lefebvre	X		
		Normand Mainville	X		
		Raoul Nelson	X	X	
		Jeannine Ringuette	X		
MN 015	on own behalf	Kathy Beaulieu	X		Kapuskasing
		Julie Brooks	X		
		Mireille Dallaire	X		
		Nancy Michaud	X		
MN 016	on own behalf	Josée Bordeleau	X		Kapuskasing
		Cindy Gravel	X		
		Elaine Muns	X		
		Manon Turcotte	X		
MN 017	Caisse populaire de Kapuskasing ltée	Philippe Boissonneault	X		Kapuskasing
		Bernard Thibodeau		X	
MN 018	on own behalf	Susanne Fortin-Tremblay	X		Val-Rita
MN 019	House of Commons, MP Cochrane-North	Réginald Bélair	X		Kapuskasing
MN 020	on own behalf	Régis Talbot	X	X	Kapuskasing
MN 021	on own behalf	Yvan Carrier	X	X	Kapuskasing
MN 022	École Saint-Jules	Gilles Lepage	X		Kapuskasing

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 023	on own behalf	Gilles Lepage	X	X	Kapuskasing
MN 024	on own behalf	Richard Pulsifer	X	X	Kapuskasing
MN 025	Association des enseignants et enseignantes franco-ontariens - unité secondaire, région de Kapuskasing	Gérard Carrière	X	X	Kapuskasing
MN 026	Club Richelieu de Kapuskasing	Gérard L. Carrière	X	X	Kapuskasing
		Benoit Goulet	X		
		André Guertin	X		
		Daniel Leblanc	X		
		Donald Marbonne	X		
		Guy Paradis	X		
		Guy Robichaud	X		
		Ronald Routhier	X		
		Gilles Théberge	X		
MN 027	École secondaire Cité des Jeunes	Monique Matko	X	X	Kapuskasing
MN 028	on own behalf	Philippe Boissonneault	X	X	Kapuskasing
MN 029	Étude d'avocats Bourgeault, Madeau, Brunelle		X		Kapuskasing
				X	Hearst
MN 030	on own behalf	Nicole Beaudry	X		Kapuskasing
MN 031	Association des enseignants et enseignantes franco-ontariens - unité élémentaire du C.E.S.C. de Kapuskasing	Catherine Demers	X		Kapuskasing
MN 032	Students at École secondaire Cité des Jeunes	Éric Dallaire	X		Kapuskasing
		Tommy Koscielniak	X		
		Luc Ouellette	X		
		Luc Ratté	X		
MN 033	Students at École secondaire Cité des Jeunes	Roch Perras	X		Kapuskasing
		André Sylvain	X		
		Nelson Tremblay	X		
MN 034	on own behalf	Madeleine Baril	X		Val-Rita

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 035	on own behalf	Gracielle Bergeron-Lachance	X		Kapuskasing
MN 036	Chevaliers de Colomb de Val-Rita-Harty	Irénée Côté	X	X	Kapuskasing
MN 037	Students at École secondaire Cité des Jeunes	Renée Bertrand	X		Kapuskasing
		Natalie Gaulin	X		
		Josée Lachance	X		
		Hélène Matko	X		
MN 038	Senior students at École secondaire Smooth Rock Falls	Martin Bergeron	X		Kapuskasing
		Nathalie Chevalier	X		
		Daniel Dubé	X		
		Nathalie Fortier	X		
MN 039	Centre de pneu Murray Tire Sales et le Cercle de l'U.C.F.O. de Val-Rita	Régis Alcour	X		Kapuskasing
		Ginette Bouffard	X		
		Claire Bourgeois	X		
		Monique Chemlin	X		
		Alain Gingras	X		
		Thérèse Girard	X		
		Cécile Lamontagne	X		
		A. Murray	X		
		Laurence Murray	X		
		Marie Murray	X		
MN 040	on own behalf	Annie Bérubé	X		Kapuskasing
		Nancy Della-Pieta	X		
		Annie Doyle	X		
MN 041	Students at École secondaire Cité des Jeunes	Pierre Dorval	X	X	Kapuskasing
		Denis Leblanc	X		
		Nathalie Ouellette	X	X	
		Réjean Sigouin	X		
MN 042	Conseillers en orientation du bureau des services aux étudiants de l'École secondaire Cité des Jeunes	Philippe Bélanger	X	X	Kapuskasing
MN 043	École secondaire Sainte-Marie	Jeannine Armstrong	X	X	New Liskeard

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 044	École secondaire Sainte-Marie étudiants du cours français-média 12e année	Natalie Boileau	X		New Liskeard
		Francine Brazeau	X	X	
		Nicole Gosselin	X	X	
		Peggy Pelchat	X	X	
MN 045	Association des enseignants et enseignantes franco-ontariens - unité secondaire, région du Timiskaming	Michel Massie	X	X	New Liskeard
MN 046	Comité de travail communautaire sur les services en français au niveau postsecondaire - district de Sudbury	Jean-Charles Cachon	X	X	Sudbury
MN 047	Filles d'Isabelle	Jeanne d'Arc Gauthier	X	X	New Liskeard
MN 048	Association des municipalités de Nipissing-Ouest	Michel Decaën	X	X	Sturgeon Falls
MN 049	Conseil paroissial de pastorale - Église Sacré-Coeur	Robert R. Forget	X	X	New Liskeard
MN 050	Association canadienne française de l'Ontario - région de Kirkland Lake	Carol Jacques	X	X	New Liskeard
MN 051	École secondaire Sainte-Marie étudiants du cours français-avancé 12e année	Lina Beaudry	X		New Liskeard
		Sylvie Bourgeois	X	X	
		Caroline Caron	X		
		Kathryn Hurtubise		X	
		Annice Jaléroux	X	X	
		Lise Labonté	X	X	
		Renée Labonté		X	
		Amélie Mongrain		X	
		Michel Rivard		X	
		Stéphanie Robert	X		
		Diane Roy	X		
MN 052	Sturgeon Falls and District Chamber of Commerce	Marcel Noël	X	X	Sturgeon Falls

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 053	Chevaliers de Colomb, conseil 2566 de Sturgeon Falls	Elie Ouellette	X	X	Sturgeon Falls
MN 054	Association des enseignants et enseignantes franco-ontariens - unité secondaire, écoles publiques de Sudbury	Paul Charron	X	X	Sudbury
MN 055	New Democratic Party of Ontario	Richard Allen	X		(Toronto)
MN 056	Fédération des femmes canadiennes-françaises de l'Ontario - sections River-Valley, Résurrection, Sacré-Coeur	Françoise Lussier		X	Sturgeon Falls
		Rose-Mary Pigeon		X	
		Louise Raymond	X	X	
MN 057	Comité pour l'avenir des communautés de Nipissing-Ouest - Sudbury Est inc.	Pierre-Paul Séguin		X	Sturgeon Falls
		Raymond Taillefer	X		
MN 058	Équipe de professeurs en sciences et en technologie du collège Cambrian	Jean-Pierre Bélanger	X	X	Sudbury
		Louise Bergeron	X	X	
		Raymond Guy	X		
		Jacques Michaud	X		
		Louis Rancourt	X	X	
		Martin Skàla	X		
MN 059	Groupe de professeurs des programmes de soins infirmiers au collège Cambrian	Edmonde Brière	X	X	Sudbury
		Lorraine Chase	X		
		Louise Godbold	X		
		Gisèle Guénard	X	X	
		Paulette Harrison	X	X	
		Carole Lamothe	X		
		Gaston Lavigne	X		
		Diane Mageau	X	X	
		Louise Norguay	X		
		Chantal Pollock	X		
MN 060	Collectif pour le Collège du Nord	Carolle Laflamme	X	X	Sudbury
		Gilles Crépeau		X	
		Yves Doyon		X	
MN 061	on own behalf	Gaétan Gervais	X	X	Sudbury

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 062	Club Richelieu de Sturgeon Falls	Jean-Guy Riel	X	X	Sturgeon Falls
MN 063	Student at École secondaire Macdonald-Cartier	Kristina Schneider	X	X	Sudbury
MN 064	on own behalf	Rodolphe Blais	X	X	Sturgeon Falls
MN 065	Section de langue française des écoles séparées catholiques du district de Nipissing	Michel Dupuis Hermès Larocque	X	X X	North Bay
MN 066	Compagnons des francs loisirs	Roland Rochon	X	X	North Bay
MN 067	Fédération des femmes canadiennes-françaises de l'Ontario - section Marguerite d'Youville de North Bay	Julie Champagne Suzanne Legault	X	X X	North Bay
MN 068	Société historique du Nipissing	Ronald Gervais Laurette Laborêt	X	X X	North Bay
MN 069	on own behalf	Gérald Marchand	X	X	North Bay
MN 070	Association canadienne française de l'Ontario - Nipissing	Reina Bourdeau André Lacoste Pierre Legault Marcel Noël Jean Tanguay	X X	X X X X	North Bay
MN 071	Association des enseignants et enseignantes franco-ontariens - secondaire, région de Nipissing	Michel Beaupré Anita Corriveau	X	X X	North Bay
MN 072	on own behalf	Daniel Gingras	X	X	North Bay
MN 073	Caisse populaire de North Bay ltée	Michael Gauthier	X	X	North Bay
MN 074	Alliance des caisses populaires de l'Ontario ltée	Michael Gauthier	X	X	North Bay

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 075	Students at École secondaire Algonquin	Michel Corbeil	X		North Bay
		Miguel Larivière	X	X	
		Julie Perreault	X	X	
		Josée Pouliot	X	X	
		Brigitte Soroka	X		
MN 077	Municipal Council, Town of Sturgeon Falls	Jean-Guy Lefebvre	X	X	Sturgeon Falls
MN 078	Centre Alliance et Hôpital général de l'Ouest Nipissing	Rodolphe Bélanger	X	X	Sturgeon Falls
		Jean-Guy Lévesque	X	X	
MN 079	Association des enseignants et enseignantes franco-ontariens - unités regroupées, écoles séparées du district de Sudbury	Ronald Robert	X	X	Sudbury
MN 080	on own behalf	Monique Landry-Sabourin	X	X	Sudbury
MN 081	Students at École secondaire Franco-Cité	Serge Levac	X	X	Sturgeon Falls
		Danielle Spooner		X	
MN 082	Staff at École secondaire Franco-Cité	Gilles Nadeau	X	X	Sturgeon Falls
MN 083	on own behalf	Gaétan Serré	X	X	Sturgeon Falls
MN 084	on own behalf	Pierre-Paul Séguin	X	X	Sturgeon Falls
MN 085	Council, Township of Caldwell	Gérald Beaudry	X	X	Sturgeon Falls
		Marcelin Tellier	X		
MN 086	Caisse populaire de Verner ltée	Gilles Lepage	X		Sturgeon Falls
MN 087	on own behalf	Aurélien Dupuis	X	X	Sudbury
MN 088	Association franco-ontarienne des conseils d'écoles catholiques	Lilianne Beauchamps		X	Sudbury
		Fleurette Léger	X		
MN 089	Association des services publics du Nipissing-Ouest	Anne Proulx-Séguin		X	Sturgeon Falls
		Daniel Richard	X	X	

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 090	Association des étudiants et étudiantes francophones de l'Université Laurentienne	Jacqueline Chasekera			Sudbury
				X	
		Stéphane Gauthier	X	X	
		Hélène Lavoie		X	
		Chantal Lecausse		X	
MN 091	L'Orignal déchaîné, le journal des étudiants et étudiantes francophones de l'Université Laurentienne	Luc Comeau	X		Sudbury
		Yolande Jimenez	X		
		Normand Renaud	X	X	
MN 092	Groupe de professeurs du collège Northern	Nicolas Beaudet	X	X	Timmins
		Lucie Bergeron	X		
		Denise Boulard	X		
		Bruce Fauvelle	X		
		Rhéa Gregory	X		
		Elaine Heckbert	X		
		Claudette Lamontagne	X		
		Raymond Michaud	X		
		Marc Noël	X		
		Maurice Payette	X		
		Maurice Perrier	X		
		Rachelle Piché	X		
		André Rivard	X		
		Nicole Séguin-Guindon	X		
		Suzanne Stevens	X		
MN 093	Conseil paroissial de pastorale de la paroisse St-Vincent-de-Paul	Huguette Desgroseilliers	X		North Bay
MN 094	Comité des Fêtes de la St-Jean inc.	Daniel Leblanc	X	X	Hearst
MN 095	Service à la Jeunesse de Hearst	Pierre Fontaine	X	X	Hearst
		Christine Marcotte	X		
MN 096	Ministry of Natural Resources	David Scott	X		Hearst
		Ginette Quirion		X	
MN 097	Nord-Aski Frontier Development	François Lehoux	X	X	Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 098	Filles d'Isabelle du cercle St-Pierre de Hearst	Claudette Corriveau	X	X	Hearst
MN 099	on own behalf	Pierre Albert	X	X	Hearst
MN 100	Association des professeurs du Collège Universitaire de Hearst	Michel Thouin	X	X	Hearst
MN 101	Nor Building Enterprises ltée	Léon Lehoux	X		Hearst
MN 102	Chevaliers de Colomb du conseil 3056 - district 46	André Blais	X	X	Hearst
MN 103	Fédération des femmes canadiennes-françaises de l'Ontario - section Hearst et le Club de danse Beaux-Lieux	Cécile Blais	X		Hearst
MN 104	Club Rotary de Hearst	Gaétan Longval	X	X	Hearst
MN 105	Corporation de développement économique de Hearst	Gilles Boucher	X	X	Hearst
MN 106	on own behalf	Robert Pilon	X	X	Hearst
MN 107	Club chasse et pêche - Voyageur de Hearst	Gérald Després	X	X	Hearst
MN 108	Corporation of the Town of Hearst	Gilles Gagnon	X	X	Hearst
MN 109	Bureau de comptables Collins, Barrow, Maheu, Noiseux	Denis Hébert	X	X	Hearst
MN 110	Club de l'âge d'or de Hallebourg	René Pominville	X	X	Hearst
MN 111	Journal Le Nord	Omer Cantin	X	X	Hearst
MN 112	Club français Phénix de Hornepayne	Paul Cloutier Denise Couture	X	 X	Hearst
MN 113	Coopérants - section 934	Lucie Paquin	X	X	Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 114	Hearst Skidders Association	Roger Caouette	X	X	Hearst
MN 115	Conseil d'administration de la Boîte à lettres de Hearst	Audrey Blanchard		X	Hearst
		Bernard Blanchard	X	X	
		Paul-André Dionne		X	
		Donald Gratton	X	X	
MN 116	Les apprenants (es) du centre d'alphabétisation La boîte à lettres de Hearst	Marguerita Aguado	X		Hearst
		Thérèse Aguilar		X	
		Hubert Bernard	X	X	
		Bernard Blanchard			
		Suzanne Brière			
		Jeannine Bureau			
		Madelaine Caouette			
		Albert Carrier			
		Angèle Côté			
		Paul-André Dionne			
		Doris Gauvin			
		Nancy Grenon			
		Romuald Lachance			
		Carmen Lambert			
		Alfred Richard			
		Fernand Richard			
		Socorro Vallez			
MN 117	Association des propriétaires du Nord de l'Ontario - district de Hearst	Claude Barrette	X		Hearst
		Marcelle Boucher	X	X	
		André Tremblay	X		
MN 118	Association des enseignants et enseignantes franco-ontariens	Léo Grezla	X	X	Hearst
MN 119	Centre-ville de Hearst	Jocelyne Gratton	X	X	Hearst
		Gérald Richard	X		
MN 120	Extendicare	Lise Haché	X	X	Hearst
MN 121	Comité de formation industrielle de Hearst	André Rhéaume	X	X	Hearst
MN 122	on own behalf	André Rhéaume	X	X	Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 123	École secondaire de Hearst professeur d'architecture, 12e année	Claude Veilleux	X	X	Hearst
MN 124	on own behalf	Roland Lacroix	X	X	Hearst
MN 125	Régie locale des services publics du Lac Ste-Thérèse	Martine Cantin Ronald Roy	X X	X	Hearst
MN 126	Town of Longlac	Ronald M. Beaulieu Raymond Saulnier	X	 X	Hearst
MN 127	Club soleil de Hearst	Raymonde Paradis	X		Hearst
MN 128	Hôpital Notre-Dame de Hearst	Raymond Lafleur	X	X	Hearst
MN 129	Centre de consultation pour l'embauche des jeunes de Hearst inc	Pierre Albert	X	X	Hearst
MN 130	Town of Mattice-Val Coté	Paul Zorzetto	X	X	Hearst
MN 131	Caisse populaire de Mattice ltée	Huguette Vallée	X	X	Hearst
MN 133	on own behalf	Rita Guindon Maurice Saulnier	 X	X	Hearst
MN 134	Students at École secondaire de Hearst	Sylvain Arsenault Steve Hamann Eric Morin	X X X		Hearst
MN 135	Student at École secondaire de Hearst	Christine Bergeron	X		Hearst
MN 136	Student at École secondaire de Hearst	Joey Vermette	X		Hearst
MN 137	Student at École secondaire de Hearst	Manon Dubé	X		Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 138	Students at École secondaire de Hearst	Isabelle Cantin	X		Hearst
		Line Martin	X		
		Sylvie Raby	X		
		Nathalie Thibodeau	X		
MN 139	Students at École secondaire de Hearst	Serge Fauchon	X		Hearst
		Guy Morin	X		
		Robert Ringuette	X		
MN 140	Student at École secondaire de Hearst	Sylvain Beaulieu	X		Hearst
MN 141	Student at École secondaire de Hearst	Joël Plamondon	X		Hearst
MN 142	Student at École secondaire de Hearst	Nicole Gaulin	X		Hearst
MN 143	Student at École secondaire de Hearst	Gaétan Drolet	X		Hearst
MN 144	Student at École secondaire de Hearst	Jean-Paul Laflamme	X		Hearst
MN 145	Student at École secondaire de Hearst	Louise Miron	X		Hearst
MN 146	Student at École secondaire de Hearst	Sylvie Duguay	X		Hearst
MN 147	Student at École secondaire de Hearst	Stéphane Lecours	X		Hearst
MN 148	Student at École secondaire de Hearst	Marc A. Côté	X		Hearst
MN 149	Student at École secondaire de Hearst	Wilfrid Lacelle	X		Hearst
MN 150	Students at École secondaire de Hearst	Michel Bouffard	X		Hearst
		Stéphane Levasseur	X		
		Marko Roy	X		
MN 151	Student at École secondaire Rayside	Sylvain Morelle	X	X	Sudbury

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 152	Student at École secondaire Rayside	Stéphane Paquette	X	X	Sudbury
MN 153	Société des universitaires de langue française de l'Ontario - Région du Moyen-Nord	Christiane Rabier	X	X	Sudbury
MN 154	Section de langue française du Conseil de l'éducation de Sudbury	Jean-Marc Aubin Louise Pépin	X X	X	Sudbury
MN 155	Association canadienne française de l'Ontario - région du grand Sudbury	Michel Rodrigue	X	X	Sudbury
MN 156	Students at École secondaire de Hearst	Patrick Arsenault Cindy Beauchamp Pierre Chauvin	X X X		Hearst
MN 157	Student at École secondaire de Hearst	Lorie Martin	X		Hearst
MN 158	Student at École secondaire de Hearst	Steve Leclerc	X		Hearst
MN 159	Student at École secondaire de Hearst	Gaétan Jr Dorval	X		Hearst
MN 160	Student at École secondaire de Hearst	Jean Désilets	X		Hearst
MN 161	Student at École secondaire de Hearst	Dany Aubin	X		Hearst
MN 162	Hearst Board of Education	Ken Labrosse	X	X	Hearst
MN 163	Expert Garage ltée	Jean-Marie Blier	X	X	Hearst
MN 164	Maurice Welding	Yvette Gaudreau	X	X	Hearst
MN 165	Blais Wheel Service	Léo Turbide	X		Hearst
MN 166	Student at École secondaire de Hearst	Serge Morissette	X	X	Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 167	Caisse populaire de Hearst ltée	Robert Verreault	X	X	Hearst
MN 168	Comité de parents du Conseil des écoles séparées de Hearst	Marcelle Laberge	X	X	Hearst
MN 169	Association des Lumbermen de Hearst	Donald Bisson	X	X	Hearst
MN 170	I.W.A. du Canada - Local 2995	Damien Roy	X	X	Hearst
MN 171	on own behalf	Denis F. Cheff	X	X	Hearst
MN 172	Conseil des écoles séparées de Hearst, administration	Laurent Papineau	X	X	Hearst
MN 173	Radio de l'Épinette Noire inc.	André Rhéaume	X	X	Hearst
MN 174	Hornepayne Roman Catholic Separate School Board	Pauline Bégin Ginette Quirion	X	 X	Hearst
MN 175	Comité de sécurité Lumbermen de Hearst	Marcel Ménard	X	X	Hearst
MN 176	Lévesque Lumber Co. Ltd.	Marcel Ménard	X	X	Hearst
MN 177	on own behalf	Ginette Quirion Raymond Wilson	 X	X	Hearst
MN 178	United Sawmill Ltd.	---------- Ginette Quirion	X	 X	Hearst
MN 179	Bio Shell	---------- Ginette Quirion	X	 X	Hearst
MN 180	on own behalf	Daniel Lemaire	X	X	Hearst
MN 181	Canadian Union of Public Employees, local 1536, Hearst	Michel Poliquin	X	X	Hearst
MN 182	Coopérative Agricole de Hearst	---------- Ginette Quirion	X	 X	Hearst

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 183	All-North	Vic Lanoix	X		Hearst
		Ginette Quirion		X	
MN 184	Villeneuve Construction Co. Ltd.	Yvan Carbonneau	X		Hearst
		Huguette Vallée		X	
MN 185	Claybelt Lumber	Paul Zorzetto	X	X	Hearst
MN 186	Collège Universitaire de Hearst	Raymond Tremblay	X	X	Hearst
MN 189	on own behalf	Bernard Paquin	X	X	Cochrane
MN 190	on own behalf	Léo J. Gauthier	X		Cochrane
		Marius Gauthier		X	
MN 191	on own behalf	Daniel Gagnier	X	X	Cochrane
MN 192	on own behalf	Jeannine Génier	X		Cochrane
		Marius Gauthier		X	
MN 193	on own behalf	André-J. Filion	X		Cochrane
		Marius Gauthier		X	
MN 194	École secondaire Jeunesse-Nord	Gilles Chartrand	X	X	Cochrane
MN 195	on own behalf	Rose-Alma Côté	X		Cochrane
		Marius Gauthier		X	
MN 196	École secondaire Jeunesse-Nord	Maurice Pion	X		Cochrane
		Denis Brisson		X	
MN 197	on own behalf	Claudette Léonard	X		Cochrane
		Marius Gauthier		X	
MN 198	on own behalf	Yvan Génier	X		Cochrane
		Marius Gauthier		X	
MN 199	École Saint-Joseph	Carmen Lévesque	X	X	Cochrane
		Robert Roy		X	
MN 200	École Alex-Pelletier	Gérard Gratton	X	X	Cochrane

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 201	Association canadienne française de l'Ontario et Alpha Cochrane-Iroquois Falls	Marius Gauthier	X	X	Cochrane
MN 202	on own behalf	Claude Boucher	X		Cochrane
MN 203	Centre de loisirs et de culture - La Ruche de Cochrane	Anne Ladouceur	X		Cochrane
MN 204	Student at École secondaire Jeunesse-Nord	Tina Viau	X		Cochrane
MN 205	Compagnie Lafleur Gardens	Richard Lafleur	X		Timmins
MN 206	Association des enseignants et enseignantes franco-ontariens - unité élémentaire séparée de Timmins	Diane Chénier	X		Timmins
MN 207	Student Council at École secondaire Thériault	Louise Duciaume	X	X	Timmins
MN 208	Association canadienne française de l'Ontario - régionale de Timmins	Jean-Pierre Nadon	X	X	Timmins
MN 209	Paroisse Notre-Dame du Perpétuel Secours	Gaston Savage	X	X	Timmins
MN 210	on own behalf	Jocelyne Fallu	X	X	Timmins
MN 211	on own behalf	Pierre Bélanger	X	X	Timmins
MN 212	on own behalf	Michel Pinard	X	X	Timmins
MN 213	on own behalf	Marc Laflamme	X	X	Timmins
MN 214	Malette Inc.	Gaston Malette	X		Timmins
MN 215	École secondaire Thériault	Alphonse Ainsworth	X		Timmins
MN 216	Diocèse de Timmins	Jacques Landriault	X		Timmins
MN 217	on own behalf	Ronald Boisvert	X		Timmins

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 218	on own behalf	Serge Poirier	X		Timmins
MN 219	on own behalf	Yves Drouin	X		Timmins
MN 220	Comité interne de la division de langue française du collège Cambrian	Marielle Lachapelle	X		Hearst
		J.R. Lacombe	X		
		Guylain Larose	X	X	
		Chantal Lelièvre	X	X	
		Jacques Michaud	X		
MN 221	Canadore College of Applied Arts and Technologie	David R. Doyle	X		North Bay
		Helena Clifford		X	
		Garth Jackson		X	
		Bill Garrett		X	
MN 222	Prise de Parole	Denis St-Jules	X		Sudbury
		Denise Truax-Leith	X		
MN 223	Groupe linguistique majoritaire du Conseil des écoles séparées catholiques de Kapuskasing	Bernard Laberge	X	X	Kapuskasing
		André Bordeleau		X	
MN 224	on own behalf	Martin Champoux	X		Cochrane
		Yvon Desroches	X	X	
MN 225	Centre culturel La Ronde inc.	Jean Lanthier	X	X	Timmins
MN 226	on own behalf	Dr. Gilles A. Lamarche	X	X	Timmins
MN 227	on own behalf	Claire Clément	X	X	Timmins
		Ginette Lafond	X	X	
		Luc Lafont	X	X	
MN 228	Fédération des femmes canadiennes-françaises de l'Ontario - section de Timmins	Marie-Paul Guénette	X	X	Timmins
MN 229	on own behalf	Pierrette Morin	X	X	Timmins
MN 230	Ontario Federation of Labour - B.E.S.T. (literacy) program in the North	Gilles Bisson	X	X	Timmins

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 231	Club Franco-Nord du Collège Northern	Renelle Houle	X		Timmins
		Sylvie Lacroix	X	X	
		Anne Laferrière	X		
MN 232	House of Commons, MP Timmins-Chapleau	Cid Samson	X		Timmins
MN 233	on own behalf	Bertrand Guindon	X		Timmins
MN 234	on own behalf	Linda Fillion-Pope	X		Timmins
MN 235	on own behalf	Jo-Anne Renaud	X		Sudbury
MN 236	on own behalf	Norm Malette	X		Sudbury
MN 237	on own behalf	Ginette Beaulieu	X		Sudbury
MN 238	Student at École secondaire Macdonald-Cartier	Luc Montpellier	X		Sudbury
MN 239	Student at École secondaire Macdonald-Cartier	Steve Foster	X		Sudbury
MN 240	Student at École secondaire Macdonal-Cartier	Josey Frescerra	X		Sudbury
MN 241	Student at École secondaire Macdonald-Cartier	Renée-Claude Pitre	X		Sudbury
MN 242	Student at École secondaire Macdonald-Cartier	Serge Trottier	X		Sudbury
MN 243	Student at École secondaire Macdonald-Cartier	André-F. Maillet	X		Sudbury
MN 244	Student at École secondaire Macdonald-Cartier	Helena Mikié	X		Sudbury
MN 245	Student at École secondaire Macdonald-Cartier	Vikki Morisette	X		Sudbury
MN 246	Student at École secondaire Macdonald-Cartier	Stacey-Lynn Arseneau	X		Sudbury

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 247	Student at École secondaire Macdonald-Cartier	Jason Samborski	X		Sudbury
MN 248	Student at École secondaire Macdonald-Cartier	Jason Ens	X		Sudbury
MN 249	Student at École secondaire Macdonald-Cartier	Chantal Cloutier	X		Sudbury
MN 250	Student at École secondaire Macdonal-Cartier	Annette Larabie	X		Sudbury
MN 251	Student at École secondaire Macdonald-Cartier	Sylvie Landry	X		Sudbury
MN 252	Student at École secondaire Macdonald-Cartier	Tina Lesk	X		Sudbury
MN 253	Student at École secondaire Macdonald-Cartier	Natalie Antonuk	X		Sudbury
MN 254	Student at École secondaire Macdonald-Cartier	Luc Lefebvre	X		Sudbury
MN 255	Student at École secondaire Macdonald-Cartier	Carine Schlup	X		Sudbury
MN 256	Student at École secondaire Macdonald-Cartier	Stéphane Chapman	X		Sudbury
MN 257	Student at École secondaire Macdonald-Cartier	Angèle Gagnon	X		Sudbury
MN 258	Student at École secondaire Macdonald-Cartier	Yves Doyon	X		Sudbury
MN 259	Student at École secondaire Macdonald-Cartier	Nigelle Houle	X		Sudbury
MN 260	Student at École secondaire Macdonald-Cartier	Josée Parent	X		Sudbury
MN 261	Student at École secondaire Macdonald-Cartier	Danielle Lamothe	X		Sudbury

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 262	Student at École secondaire Macdonald-Cartier	Joanne Philion	X		Sudbury
MN 263	Students at École secondaire Sainte-Marie	Dinah Baril	X		New Liskeard
		Tammy Boucher	X		
		Christina Quenneville	X		
MN 264	Students at École secondaire Sainte-Marie	Manon Leduc	X		New Liskeard
		Karine Renaud-McLeod	X		
		Richard Tomlinson	X		
MN 265	Fédération des femmes canadiennes-françaises de l'Ontario - section d'Azilda	Georgette Bélanger	X		Chelmsford
		Réjeanne Brosseau	X		
		Audette Gauthier	X		
		Stella Meilleur	X		
		Raymonde Ménard	X		
		Lorraine Paquette	X		
MN 266	on own behalf	Dawna Pacaud	X		Sudbury
MN 267	Club Richelieu de Noëlville	Yvon A. Lavoie	X		Sudbury
		Claude Mayer	X		
MN 268	Fédération des femmes canadiennes-françaises de l'Ontario (région du Nord)		X		Sudbury
MN 269	Association francophone des conseillers/conseillères scolaires de l'Ontario (régionale du Nord)	Joseph Matko	X		Kapuskasing
MN 270	on own behalf	Ginette Côté	X		Sudbury
MN 271	Association Parmi-Elles	Nicole Roy	X		Hearst
MN 272	on own behalf	Marc Vallerand	X		Hearst
MN 273	Tapis C et M	Marc Morin	X		Hearst
MN 274	Collectif des femmes du Nord-Est de l'Ontario	Henriette Dauphinais	X		Sudbury

List of Submissions to the Advisory Commission on French Language College Services in Northern Ontario

Number	Organization	Author	B	P	City
MN 275	on own behalf	Gaston Demers	X		Sudbury
MN 276	on own behalf	Guy Fortin	X		Timmins
MN 277	on own behalf	Jean Trahan	X		Timmins
MN 278	on own behalf	Eric Michaud	X		Sudbury
		Isabelle Michaud	X		
		Jacques Michaud	X		
		Lise Michaud	X		
		Louis-Philippe Michaud	X		
		Stéphane Michaud	X		
MN 279	Centre de counselling familial de Timmins inc	Ronald Beaulieu	X		Timmins
		Marcel Roy	X		
MN 280	on own behalf	F.G. Héroux	X		Thunder Bay
MN 281	École secondaire de la Rivière-des-français	étudiants	X		Sudbury
MN 282	on own behalf	Sr. Jeanne Castonguay	X		Sudbury
MN 283	Comité Action pour l'établissement du postsecondaire français à Elliot Lake	George Farkough	X	X	Elliot Lake
		D'Arcy Halligan	X	X	
		Fernand Houle	X	X	
		Nanon Poitras	X	X	
		Aline Vaillant	X	X	
MN 284	Northern College of Applied Arts and Technology (Board)	Robert Gervais	X	X	Timmins
		Don Sanderson	X	X	
		Linda Sinclair	X	X	
MN 285	Sault College of Applied Arts and Technology (Board)	Ron Doyle	X	X	Sault Ste. Marie
MN 286	Cambrian College of Applied Arts and Technology (Board)	Glenn Crombie	X	X	Sudbury
		Guy Desmarais	X	X	
		Guy Lemieux		X	

List of Provincial Submissions to the Advisory Commissions on French Language College Services

Number	Organization	Author	B	P	City
MP 001	Assemblée des centres culturels de l'Ontario	Jean-Guy Bigeau	X		Toronto
		Claudia Leboeuf		X	
		Raymond Léger		X	
MP 002	Fédération des élèves du secondaire franco-ontarien	Nadine Martel	X	X	Ottawa
		Félix St-Denis		X	
MP 003	Association des cadres francophones des collèges communautaires de l'Ontario	Élise Beauregard	X		Ottawa
		Serge Arpin		X	
MP 004	Conseil de l'éducation franco-ontarienne	Alfred Abouchard	X		Toronto
		Raymond H. Desjardins	X		
		Marc P. Godbout	X		
MP 005	Association des enseignantes et enseignants franco-ontariens	Robert Millaire	X	X	Ottawa
		Jacques Schrybert	X	X	
MP 006	Association française des conseils scolaires de l'Ontario	Lorraine Gandolfo	X	X	Ottawa
		Ginette Gratton		X	
MP 007	Association canadienne-française de l'Ontario	Rolande Soucie	X	X	Ottawa
		Jean-Charles Landry		X	
		Jeannine Legault		X	
		Sylvie Lépine		X	
MP 008	Conseil d'administration de La Cité collégiale	Maurice Lapointe	X	X	Ottawa
MP 009	Bureau provincial de Direction-Jeunesse	Lynne Michaud	X	X	Ottawa
		Ronald Chevalier		X	
		Gilles Tousignant		X	
MP 010	Association franco-ontarienne des conseils d'écoles catholiques	Fleurette Léger	X	X	Ottawa
MP 012	Association des professeurs francophones des collèges ontariens	Gilles Crépeau	X	X	Ottawa
MP 013	on own behalf	Jacques D. Larouche	X		Ottawa
		Gaétane Larouche-Aubertin	X		

B = written briefs
P = oral presentations

List of Provincial Submissions to the Advisory Commissions on French Language College Services

Number	Organization	Author	B	P	City
MP 014	on own behalf	André Legault	X	X	Ottawa
MP 015	Fédération des jeunes canadiens-français inc.	Paul Lapierre	X	X	Ottawa
MP 016	Canadian Federation of Students	Joanne McCutcheon	X	X	Ottawa
		Sylvia Sioufi	X	X	
MP 017	Association multiculturelle francophone de l'Ontario	Alfred Abouchar	X	X	Ottawa
		Shodja Ziain		X	
MP 018	Ontario Public Service Employees Union	André Beckerman	X		Toronto
MP 019	on own behalf	Brigitte Bureau	X		Ottawa
MP 020	Association des juristes d'expression française de l'Ontario	Nathalie Desrosiers	X	X	Toronto
		Denis Rail	X	X	

Liste des soumissions d'envergure provinciale aux Commissions consultatives sur les services collégiaux en français

Number	Organization	Author	B	P	City
Spéciaux					
MS 071	Ontario Federation of Students	Edith Garneau	X	X	Windsor
		Gary Collins (McMaster U.)		X	
		Steve Deighton (U. of Western)		X	
		Deborah Dennis (U. of Waterloo)		X	
		Heather Fraser (Carleton U.)		X	
		Aaron Goldman (Ryerson P.I.)		X	
		Ian Middleton (Lakehead U.)		X	
		Marc Molgat (Ottawa U.)		X	
		Pierre Racine (Collège Glendon - York U.)		X	
		J.R. Taillefer (U. Laurentienne)		X	
		John Vellinga (U. of Waterloo)		X	
		Marc Veno (Laurentian U.)		X	
		Ryan Vincent (Brock U.)		X	
LC 006	Association des étudiant(e)s du Centre universitaire de Shippagan au Nouveau-Brunswick		X		Shippagan N.- B.

Appendix II

Estimated cost of establishing a French language college in Northern Ontario

Assumptions

Re: Operating costs	
Students per section	13 (see note 1)
Cost per section	$125 000
Re: Land Acquisition	
Students per acre	100 (see note 8)
Land cost per acre	$75 000 (see note 8)
Re: Space Construction	
Owned sq.ft. per student	125 (see note 2)
Construction cost/sq.ft.	$125 (see note 2)
Re: Space rental	
Leased sq.ft. per student	100 (see note 8)
Lease costs per sq.ft.	$10 (see note 6)
Renovation cost per sq. ft.	$40 (see note 6)
Re: Equipment and Furniture	
Cost per student	$4 500 (see note 3)
Re: Enrolment distribution (estimated)	
Main campus	66,67%
Satellite campuses	33,33%

Enrolments	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Estimated enrolment (note1)	1 300	1 700	2 000	2 250	2 500	
Section Size	13	13	13	13	13	
Number of Sections	100	131	154	173	192	
Capital Costs						
Land Acquisition						
Total acres						17
Total cost						$1 250 000
Space Construction						
Total square feet						208 333
Total cost						$26 041 667
Equipment and Furniture	1 300	400	300	250	250	
Total cost	5 850 000	1 800 000	1 350 000	1 125 000	1 125 000	$0
Financial Implications (1990-91$)						
Operating Costs	12 500 000	16 346 154	19 230 769	21 634 615	24 038 462	
Rental Costs (see note 5)	1 300 000	1 700 000	666 667	750 000	833 333	
Land Acquisition	1 250 000	0	0	0	0	
Construction Costs (see note 4)	5 208 333	18 229 167	2 604 167	0	0	
Renovation Costs (see note 9)	666 667	666 667	666 667	666 667	666 667	
Equipment Costs	5 850 000	1 800 000	1 350 000	1 125 000	1 125 000	
Total Cost	$26 775 000	$38 741 987	$24 518 269	$24 176 282	$26 663 462	
Operating cost per student(note7)	$10 615	$10 615	$9 949	$9 949	$9 949	

Note 1: Estimates supplied by the Advisory Commissions in their letter of July 5th,1990
Note 2: Revised space and construction cost estimates based on current MCU knowledge
Note 3: Revised equipment and furniture cost estimates based on levels of expenditures of La Cité collégiale
Note 4: Construction cost breakdown: year 1 (20%), year 2 (70%), year 3 (10%)
Note 5: Leasing costs for year 1 & 2 represent total enrolment; leasing costs for year 3, 4 & 5 represent 1/3 of enrolments (i.e. enrolments in the satellite campuses)
Note 6: Revised figure based on recent college leases and renovation projects
Note 7: Operating cost per student = (Operating Costs + Rental Costs) ÷ Estimated enrolment
Note 8: Assumptions from the Acord study on French-Language College Services in the Region of Northern Ontario (August 1989)
Note 9: Total renovation costs amortized over a five year period

NR/26/09/90

Appendix III

Current support for French language programs and services in Northern and Central/Southwestern Ontario (1990-91)

OPERATING SUPPORT	Cambrian	Canadore	Northern	Niagara
General Purpose Operating Grants (see note 1)	$4 145 725	$499 784	$1 743 003	$244 242
Northern Allocation (see note 2)	$159 001	$20 856	$141 342	$0
Incremental Francophone Grants (see note 3)	$1 883 449	$507 460	$1 465 123	$407 345
Total Operating Support by College	$6 188 175	$1 028 100	$3 349 468	$651 587
Total Operating Support by Region		Northern Ontario	$10 565 743	
		Central/Southwestern Ontario	$651 587	

SPECIAL SUPPORT	Cambrian	Canadore	Northern	Niagara
Francophone Special Purpose Grants to Bilingual Colleges (see note 4)	$1 669 748	$18 463	$70 800	$15 143
Francophone Special Purpose Grants to Emerging Colleges (see note 5)		Northern Ontario	$120 800	
		Central/Southwestern Ontario	$360 482	
Total Special Support by Region		Northern Ontario	$1 879 811	
		Central/Southwestern Ontario	$375 625	

Note 1: These grants are based on instructional activity. Each type of activity is converted into common unit of measurement known as a funding unit. Weighting factors are applied to the funding unit to reflect differences in program costs. Each college's weighted funding units are further adjusted to compensate for economies of scale and the additional costs associated with operating in various geographic locations. Each college's share of the total allocation is then equal to its share of the total adjusted weighted funding units. The amounts given here represent the francophone portion of each college's operating grant based on enrolments in French language and bilingual programs.

Note 2: Effective 1988-89 special grants are provided to the five colleges in Northern Ontario: Cambrian, Canadore, Confederation, Northern, and Sault. These funds are intended to provide assistance to areas which have experienced significant enrolment declines in the past four years; to provide assistance for Northern colleges to develop and introduce new programming; and to maintain and enhance the current program offerings in the North. The francophone share of the Northern allocation in the bilingual colleges is based on the level of francophone activity in each college.

Note 3: Four bilingual colleges, Cambrian, Canadore, Niagara, and Northern, which service sizeable French-speaking communities receive francophone grants to cover the additional costs of providing postsecondary programs, courses, student services, etc. in the French language (i.e. to cover the cost of smaller section sizes and duplication of services).

Note 4: Colleges which demonstrate a need in the following project categories are eligible for special purpose grants:
a) Non-credit adult education in the minority language and French as a second language courses
b) Development and adaptation of learning materials in the French language
c) Professional development activities for French-speaking CAAT personnel
d) Exchange projects between CAATs and CEGEPs (colleges of general and vocational education in Quebec)
e) Development of new programs in the French language including high priority funding for the first two years

Note 5: Funding is available to emerging colleges for the development of courses, activities and services in French. Seven colleges are classified as "emerging": Confederation, George Brown, Georgian, Humber, Mohawk, Sault, and St. Clair. These colleges however do not offer any postsecondary programs in French.